DOCUMENT RESUME

ED 231 292 HE 016 279

| | |
|---|---|
| TITLE | Accreditation on Trial. Proceedings of the Annual Convention of the Middle States Association of Colleges and Schools (95th, Philadelphia, Pennsylvania, December 10-12, 1981). |
| INSTITUTION | Middle States Association of Colleges and Schools, Philadelphia, PA. |
| PUB DATE | Dec 81 |
| NOTE | 104p. |
| AVAILABLE FROM | Middle States Association of Colleges and Schools, 3824 Market Street, Philadelphia, PA 19104. |
| PUB TYPE | Collected Works - Conference Proceedings (021) -- Viewpoints (120) -- Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC05 Plus Postage. |
| DESCRIPTORS | *Accreditation (Institutions); *Accrediting Agencies; *Educational Quality; Elementary Secondary Education; Higher Education; *Institutional Evaluation; Program Evaluation; *Standards |

ABSTRACT

The proceedings of the 1981 annual meeting of the Middle States Association of Colleges and Schools, which focused on the issue of accreditation, are presented. Two papers on accreditation as well as the business meeting of the Association are included. In "Accreditation on Trial--The Indictment," Fred F. Harcleroad provides a historical background of voluntary accrediting organizations and reviews criticisms of accreditation. He notes that the evaluative process has been improving the quality of programs in all types/levels of educational institutions, and that the accrediting process has been based on expanded inservice programs to train evaluators. In "Accreditation on Trial--The Defense," Richard V. Scullin, John F. McHugh, and Mary Patterson McPherson speak for the elementary, secondary, and higher education institutions. Additional contents include: reports of the Association's officers, reports on action by the Assembly of Elementary Schools, the Commission on Secondary Schools, the Commission on Higher Education, and the Committee on School and College Relations; lists of officers, trustees, and committee members of the Association; and the Association's charter and by-laws. (SW)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

# "Accreditation on Trial"

ED231292

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Middle States Assoc. of Colleges & Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 016 279

**The Proceedings**
**of the 95th Annual Convention**
**Franklin Plaza Hotel, Philadelphia**
**Thursday-Saturday, December 10-12, 1981**
**Middle States Association of Colleges and Schools**

# THE PROCEEDINGS

## *Accreditation on Trial*

HE 016 279

**Middle States Association of Colleges and Schools**
**95th Annual Convention, December 10 - December 12, 1981**
**Franklin Plaza Hotel, Philadelphia, Pennsylvania**

**CONTENTS**


Officers of the Association ..... 5
Board of Trustees ..... 5
Commission on Higher Education ..... 6
Commission on Secondary Schools ..... 8
Assembly of Elementary Schools ..... 9
Honorary Members ..... 9
Committees and Delegates ..... 9
Program of the 95th Annual Meeting ..... 15
Keynote Address: The Indictment ..... 37
The Defense ..... 51
The Verdict ..... 57
Business Meeting of the Association ..... 58
Report of the President ..... 58
Report of the Executive Director ..... 60
Report of the Treasurer ..... 61
Auditor's Report ..... 62
Report of the Assembly of Elementary Schools ..... 66
Summary of Action by the Assembly of Elementary Schools ..... 68
Report of the Commission on Secondary Schools ..... 71
Summary of Action by the Commission on Secondary Schools ..... 73
Report of the Commission on Higher Education ..... 76
Summary of Action by the Commission on Higher Education ..... 77
Report of the Committee on School and College Relations ..... 83
Report of the Nominating Committee ..... 85
Remarks of the President-Elect ..... 87
Charter of the Association ..... 91
By-Laws of the Association ..... 93

## MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS
## DECEMBER 12, 1981 — DECEMBER 7, 1982

### OFFICERS

*President:* MILTON G. BASSIN
President, York College of the City University of New York, Jamaica, New York

*First Vice President:* THOMAS J. BRADSHAW
Assistant Superintendent for Administration and Personnel Service, Edison Township Public Schools, Edison, New Jersey

*Second Vice President:* RHODA M. DORSEY
President, Goucher College, Towson, Maryland

*Treasurer:* JOHN F. ZELLER III
Vice President for Administration and Finance and General Counsel, Bucknell University, Lewisburg, Pennsylvania

*Immediate Past President:* BISHOP FRANCIS B. SCHULTE
Moderator, Education Department, Pennsylvania Catholic Conference, Narberth, Penna.

### BOARD OF TRUSTEES

ROLLIN P. BALDWIN (1982), President, The Baldwin League of Independent Schools, New York City

GLORIA H. CANEGATA (1983), District Superintendent of Education, St. Croix, U.S. Virgin Islands

BRUCE DEARING, Chairperson of the Commission on Higher Education, *ex officio*

LEONARD DE FIORE (1984), Superintendent of Schools, Archdiocese of Washington, D.C.

JOHN C. DUNLAP (1984), Superintendent of Schools, Susquehanna Township District, Harrisburg, Pennsylvania

BARBARA R. FREY (1982), Vice President for Academic Affairs, State University College at Buffalo, Buffalo, New York

CLAY E. GIVLER, Vice Chairperson of the Commission on Secondary Schools, *ex officio*

ODETTE D. HARRIS, Chairperson of the Commission on Secondary Schools, *ex officio*

C. WILLIAM HUNTLEY (1984), Professor of Psychology, Union College, Schenectady, New York

ARCHIE R. JORDAN (1984), Assistant Superintendent for Personnel, Caesar Rodney School District, Camden, Delaware

ALLAN A. KUUSISTO (1982), President, Hobart and William Smith Colleges, Geneva, New York

WILLIAM L. MOBRAATEN (1983), President, Bell Telephone Company of Pennsylvania; President, Diamond State Telephone Company; Philadelphia, Pennsylvania, *public member*

MARGARET L. MURRAY (1982), Principal, Langley Junior High School, Washington, D.C.

JERRY C. OLSON (1982), Director of Vocational Education, Pennsylvania Department of Education, Harrisburg, Pennsylvania

REV. JOHN OWENS (1984), Headmaster, Saint James School, Saint James, Maryland

PETER N. PERRETTI, JR. (1983), Attorney, Riker, Danzig, Scherer & Debevoise, Newark, New Jersey, *public member*

MEYER P. POTAMKIN (1983), President, Boulevard Mortgage Company, Philadelphia, Pennsylvania, *public member*

MICHAEL J. REYNOLDS (1983), Assistant Vice Chancellor for University Planning, State University of New York, Albany, New York

MARVIN WACHMAN (1983), President, Temple University, Philadelphia, Pennsylvania

J.L. ZWINGLE, First Vice Chairperson of the Commission on Higher Education, *ex officio*

OFFICERS OF THE ASSOCIATION, *ex officio*

---

BEATRICE WARDLOW, Business Manager

COURTS OULAHAN, General Counsel, Washington, D.C.

---

**COMMISSIONER ON HIGHER EDUCATION**

---

NANCY N. ARCHER-MARTIN (1982), Manager, Peat, Marwick, Mitchell & Company, New York City, *public member*

ELIZABETH UREY BARANGER (1983), Dean of Graduate Studies, Faculty of Arts and Sciences, University of Pittsburgh, Pittsburgh, Pennsylvania

MILTON G. BASSIN, President of the Association, *ex officio*

ETHEL RIOS de BETANCOURT (1983), Director and Professor, Department of Communication, University of the Sacred Heart, Santurce, Puerto Rico

THOMAS J. BRADSHAW, First Vice President of the Association, *ex officio*

WALTON A. BROWN (1982), President, SUNY Agricultural and Technical College, Cobleskill, New York

WILLIAM H. BROWN, III (1982), Attorney-Partner, Schnader, Harrison, Segal & Lewis, Philadelphia, Pennsylvania, *public member*

RICHARD D. CHALLENER (1984), Professor of History, Princeton University, Princeton, New Jersey

ROSE M. CHANNING (1984), President, Middlesex County College, Edison, New Jersey

WESTON L. DEAN (1982), Principal, Loch Raven Senior High School, Baltimore Maryland

BRUCE DEARING (1983), University Professor of Humanities in Medicine, SUNY Upstate Medical Center, Syracuse, New York; *Chairperson of the Commission*

DAVID W. D. DICKSON (1983), President, Montclair State College, Upper Montclair, New Jersey

RHODA M. DORSEY, Second Vice President of the Association, *ex officio*

EDWARD V. ELLIS (1984), Associate Dean for Continuing Education/Commonwealth Campuses, College of Human Development, The Pennsylvania State University, University Park, Pennsylvania

MARGARET M. HEALY (1983), Treasurer, Bryn Mawr College, Pennsylvania; *Second Vice Chairperson of the Commission*

EILEEN KUHNS (1984), Associate Professor and Coordinator, Education Administration Program, The Catholic University of America, Washington, D.C.

COLETTE MAHONEY, RSHM (1982), President, Marymount Manhattan College, New York, New York

CHRISTINE J. MOORE (1983), Executive Assistant to the President, Community College of Baltimore, Baltimore, Maryland

JAMES A. ODOM, JR. (1984), President, Harrisburg Area Community College, Harrisburg, Pennsylvania

JEROME M. POLLACK (1984), President, Fairleigh Dickinson University, Rutherford, New Jersey

VIRGINIA L. RADLEY (1983), President, SUNY College of Arts and Science, Osewgo, New York

HENRIETTA T. SMITH (1983), Professor of Psychology, Vassar College, Poughkeepsie, New York

E. ARTHUR TRABANT (1982), President, University of Delaware, Newark, Delaware

J. L. ZWINGLE (1982), President Emeritus, Association of Governing Boards of Universities and Colleges, Washington, D.C.; *First Vice Chairperson of the Commission, public member*

---

ROBERT KIRKWOOD, Executive Director, Commission on Higher Education, 3624 Market Street, Philadelphia, Pennsylvania 19104

HOWARD L. SIMMONS, Associate Director

MINNA F. WEINSTEIN, Associate Director

DOROTHY P. HEINDEL, Assistant Director



7

## COMMISSION ON SECONDARY SCHOOLS

MILTON G. BASSIN, President of the Association, *ex officio*

THOMAS J. BRADSHAW, First Vice President of the Association, *ex officio*

TOBYANN BOONIN (1984), Philadelphia, Pennsylvania, *public member*

RHODA M. DORSEY, Second Vice President of the Association, *ex officio*

WILLIAM A. FAUNCE (1983), Principal, Atlantic City High School, Atlantic City, New Jersey

CLAY E. GIVLER (1984), Principal, York County Vocational-Technical School, York, Pennsylvania; *Vice Chairperson of the Commission*

CHARLES GUNNER (1984), Principal, Bethlehem Central High School, Delmar, New York

SISTER MARY BERCHMANS HANNAN (1982), Principal, Georgetown Visitation Preparatory School, Washington, D.C.

ODETTE D. HARRIS (1982), Principal, William Penn High School, Philadelphia, Pennsylvania; *Chairperson of the Commission*

JACK H. HARRISON (1984), Headmaster, American School in London, England

PAUL M. LONG (1984), Headmaster, The Gunston School, Centreville, Maryland

ROBERT H. McBRIDE (1983), Manager of Business Analysis, E. I. DuPont de Nemours and Company, Wilmington, Delaware, *public member*

BROTHER FRANCIS M. OUELLETTE, SM (1984), Superintendent of Catholic Schools, Archdiocese of San Juan, Puerto Rico

MARIE P. PARNELL (1982), Assistant Superintendent, Sayreville Public Schools, Parlin, New Jersey

RODMAN G. PELLETT (1984), Headmaster, Birch Wathen School, New York City

DAISY WALLACE REAVES (1984), Principal, Simon Gratz High School, Philadelphia, Pennsylvania

W. CECIL SHORT (1982), Principal, McDonough Senior High School, Waldorf, Maryland

WILLIAM W. SPENCE (1984), Principal, Keystone Oaks High School, Pittsburgh, Pennsylvania

MSGR. FRANCIS J. TAYLOR (1984), Vicar of Education and Superintendent of Schools, Diocese of Harrisburg, Harrisburg, Pennsylvania

FRANK W. THOMAS (1982), Principal, Blue Mountain Middle School, Peekskill, New York

---

CARL F. HENSINGER, Acting Executive Director, Commission on Secondary Schools, 3624 Market Street, Philadelphia, Pennsylvania 19104

FREDERICK, AHO, Associate Director

R. KENNETH PIERCE, Associate Director

JOHN L. DIXEY, Associate Director

## ASSEMBLY OF ELEMENTARY SCHOOLS—EXECUTIVE COMMITTEE

LOUISE BRENNAN, Associate Superintendent, Department of Elementary Schools, Pittsburgh Public Schools, Pittsburgh, Pennsylvania

ELINOR R. FORD, Professor of Educational Policy and Administration, Fordham University at Lincoln Center, New York City

BARBARA R. FREY, Vice President for Academic Affairs, State University College at Buffalo, Buffalo, New York

THOMAS C. HUDNUT, Headmaster, The Norwood School, Inc., Bethesda, Maryland

WILLIAM L. MOBRAATEN, President, Bell Telephone Company of Pennsylvania; President, Diamond State Telephone Company, Philadelphia, Pennsylvania

JERRY C. OLSON, Director of Vocational Education, Pennsylvania Department of Education, Harrisburg, Pennsylvania; *Chairperson of the Executive Committee*

BISHOP FRANCIS B. SCHULTE, Moderator, Education Department, Pennsylvania Catholic Conference, Narberth, Pennsylvania

FRANK W. THOMAS, Principal, Blue Mountain Middle School, Peekskill, New York

MSGR. JAMES R. TRACY, Superintendent of Schools, Diocese of Camden, Camden, New Jersey

JOHN A. STOOPS, Executive Director, Assembly of Elementary Schools, 3624 Market Street, Philadelphia, Pennsylvania 19104

## HONORARY MEMBERS

**Middle States Association of Colleges and Schools**

MARGARET T. CORWIN
GENE D. GISBURNE
GALEN JONES
ELWOOD C. KASTNER
OLIVER W. MELCHOIR
EWALD B. NYQUIST

**Commission on Secondary Schools**

R. D. MATTHEWS

**Commission on Higher Education**

MARGARET T. CORWIN
MILLARD E. GLADFELTER
ALBERT E. MEDER, JR.
EWALD B. NYQUIST
FRANK P. PISKOR
E. KENNETH SMILEY



9

## COMMITTEES AND DELEGATES

### Representative to The College Board

MICHAEL J. REYNOLDS (1983), Assistant Vice Chancellor for University Planning, State University of New York, Albany, New York

### Representatives to the Council on Postsecondary Accreditation

MILTON G. BASSIN, President, York College of the City University of New York, Jamaica, New York

BRUCE DEARING, University Professor of Humanities in Medicine, SUNY Upstate Medical Center, Syracuse, New York

### Finance Committee

JOHN C. DUNLAP (1982), Superintendent of Schools, Susquehanna Township District, Harrisburg, Pennsylvania

BARBARA R. FREY (1983), Vice President for Academic Affairs, State University College at Buffalo, Buffalo, New York

JAMES GRAHAM (1984), Business Administrator, Office of Catholic Education, Philadelphia, Pennsylvania

MARGARET M. HEALY (1983), Treasurer, Bryn Mawr College, Bryn Mawr, Pennsylvania

ROBERT H. McBRIDE (1984), Manager of Business Analysis, E. I. DuPont Company, Wilmington, Delaware

MARVIN WACHMAN (1984), President, Temple University, Philadelphia, Pennsylvania

JOHN F. ZELLER III, Vice President for Administration and Finance and General Counsel, Bucknell University, Lewisburg, Pennsylvania; *Chairperson of the Committee*

### Representatives on National Study of School Evaluation

SISTER MARY DANIEL BOHREN (1984), Assistant Superintendent, Diocese of Erie School System, Erie, Pennsylvania

CLAUDE C. CASEY, JR. (1984), Headmaster, St. Paul's School, Garden City, New York

CARL F. HENSINGER, Acting Executive Director, Middle States Commission on Secondary School, *ex officio*

ODETTE D. HARRIS, Principal, William Penn High School, Philadelphia, Pennsylvania, *ex officio*

EARL R. KNORR (1984), Principal, Springfield High School, Springfield, Pennsylvania

JOHN A. STOOPS, Executive Director, Middle States Assembly of Elementary Schools, *ex officio*

**Committee on School and College Relations**

MARGARET BOL (1982), Former Guidance Counselor, Montgomery High School, Skillman, New Jersey

CALVIN L. CRAWFORD (1984), Director, Middle States Regional Office of The College Board, Philadelphia, Pennsylvania

SISTER CHRISTOPHER HAMBERG (1984), Coordinator of Elementary Education, Archdiocese of Washington Schools, Washington, D.C.

SISTER MARY BERCHMANS HANNAN (1982), Principal, Georgetown Visitation Preparation School, Washington, D.C.

SALLY HIGGINS (1982), Guidance Director, Seaford High School, Seaford, Delaware

ROBERT McLAUGHLIN (1982), President, Herkimer County Community College, Herkimer, New York

GLORIA MAHORNEY (1982), Director of Admissions, Van Ness Campus, University of the District of Columbia, Washington, D.C.

DAVID MIRSKY (1982), Special Assistant to the President, Yeshiva University, New York, New York

CHRISTINE J. MOORE (1983), Executive Assistant to the President, Community College of Baltimore, Baltimore, Maryland

JOHN MOSER (1983), Director of Admissions, Grove City College, Grove City, Pennsylvania; *Chairperson of the Committee*

WILLIAM PFEIFER (1984), Vice President, Delaware Technical and Community College; Director, Terry Campus, Dover, Delaware

MICHAEL J. REYNOLDS (1984), Assistant Vice Chancellor for University Planning, State University of New York, Albany, New York

JANE SHARAF (1984), Headmistress, Solebury School, New Hope, Pennsylvania

W. CECIL SHORT (1983), Principal, Maurice J. McDonough Senior High School, Pomfret, Maryland

JACQUELINE SNOW (1983), Dean of Student Development, Camden County College, Blackwood, New Jersey

EXECUTIVE DIRECTORS, *ex officio*

*The Program*

## PROGRAM OF THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

### THURSDAY, DECEMBER 10

12:00 Noon – 6:00 P.M. **Registration** ..... Mezzanine

2:00 P.M. – 2:15 P.M. **Opening Ceremonies and Remarks of the President** ..... Dominion Ballroom A & B

Presiding: **Bishop Francis B. Schulte,** Moderator, Education Department of the Pennsylvania Catholic Conference; President of the Association

2:15 P.M. – 3:15 P.M. **Keynote Address: Accreditation on Trial — The Indictment** ..... Dominion Ballroom A & B

Presiding: **Bishop Francis B. Schulte,** President of the Association

Speaker: **Fred F. Harcleroad,** Professor of Higher Education, University of Arizona, Tucson

3:30 P.M. – 4:45 P.M. **Open Meetings of the Accrediting Units**

**Commission on Higher Education** ..... Dominion Ballroom C

The open forum will provide for final discussion of the revision of *The Characteristics of Excellence in Higher Education* as well as other issues related to accreditation and the role of the Commission.

Presiding: **Bruce Dearing,** University Professor of Humanities, SUNY Upstate Medical Center, Syracuse, New York; Chairperson of the Commission

**Commission on Secondary Schools** ..... Provincial Room South

Representatives of public, independent and parochial education will present their views on the benefits and services their schools have received through Middle States Association membership.

Presiding: **Odette D. Harris,** Principal, William Penn High School, Philadelphia, Pennsylvania; Chairperson of the Commission

Panelists: **Sister Joan Magnetti, R.S.C.V.,** Principal, Stuart Country Day School, Princeton, New Jersey

**Brother Joseph Mahon, F.S.C.,** Principal, Seton-LaSalle Regional High School, Pittsburgh, Pennsylvania

**Thomas J. Jenkins,** Superintendent, Katonah-Lewisboro Union Free School District, Katonah, New York

**Charles Scott,** Superintendent, Upper Merion School District, King of Prussia, Pennsylvania

**Assembly of Elementary Schools** ..... Provincial Room North

Presiding: **John A. Stoops,** Executive Director, Assembly of Elementary Schools

5:00 P.M. – 6:00 P.M. **Social Hour — Cash Bar** ..... Dominion Ballroom Foyer

6:00 P.M. **Free Evening**

## FRIDAY, DECEMBER 11

7:30 A.M. – 5:00 P.M. **Registration** ..... Mezzanine

7:30 A.M. – 8:15 A.M. **Continental Breakfast** ..... Dominion Ballroom Foyer

For those delegates whose breakfast needs are relatively simple or whose schedules prevent more elaborate arrangements, coffee, tea and danish will be available in the ballroom foyer area.

| | |
|---|---|
| 8:30 A.M. – 9:45 A.M. | **General Session: Accreditation on Trial — The Defense** ..... Dominion Ballroom A & B |
| | Presiding: **Fred F. Harcleroad** |
| | Elementary Education: **Richard V. Scullin,** Supervisor of Educational Services, Haverford Township School District, Havertown, Pennsylvania |
| | Secondary Education: **John F. McHugh,** Principal, William Allen High School, Allentown, Pennsylvania |
| | Higher Education: **Mary Patterson McPherson,** President, Bryn Mawr College, Bryn Mawr, Pennsylvania |
| 9:45 A.M. – 10:10 A.M. | **Coffee Break** ..... Dominion Ballroom Foyer |
| 10:15 A.M. – 11:30 A.M. | **Business Meeting of the Association** ..... Dominion Ballroom A & B |
| | Presiding: **Bishop Francis B. Schulte,** President of the Association |
| | Parliamentarian: **John F. Budway,** Dean of Personnel Services, St. John's University, Jamaica, New York |
| | Reports: See agenda and related documents distributed with registration materials. |
| | (Note: Should it be necessary, the business session will reconvene at 5:00 P.M.) |
| 11:30 A.M. – 11:45 A.M. | **General Session: Accreditation on Trial — The Verdict** ..... Dominion Ballroom A & B |
| | Presiding: **Bishop Francis B. Schulte,** President of the Association |
| | Speaker: **Fred F. Harcleroad** |
| 12:00 Noon – 2:00 P.M. | **Luncheon Meetings of the Accrediting Units**<br>(Luncheon tickets will be collected at the table.) |

**Commission on Higher Education** ..... Canadian Ballroom

Presiding: **Bruce Dearing,** Chairperson of the Commission

**The Meaning and Quality of an Academic Degree**

Speaker: **Mark Curtis,** President, Association of American Colleges, Washington, D.C.

**Commission on Secondary Schools** ..... Dominion Ballroom C

Presiding: **Odette D. Harris,** Chairperson of the Commission

**Quality Teaching — The Central Ingredient in Accountability**

Speaker: **J. Walter Potter,** Principal, Aberdeen High School, Aberdeen, Maryland: President-elect, National Association of Secondary School Principals

**Assembly of Elementary Schools** ..... Salon 10

Presiding: **John A. Stoops,** Executive Director, Assembly of Elementary Schools

**The Assembly in its Fourth Year — A Time for Reflection; A Time for Decision**

**Speaker: Elinor R. Ford,** Professor of Education, Fordham University at Lincoln Center, New York City; Chairperson, Assembly of Elementary Schools

2:15 P.M.-3:30 P.M. **Concurrent Meetings: College and University Delegates**

**General Education and Core Curricula as They Relate to the Meaning and Quality of an Academic Degree** ..... Provincial Room North

Presiding: **David Dickson,** President, Montclair State College, Montclair, New Jersey; Member, Commission on Higher Education

Panelists: **Robert L. Hess,** President, Brooklyn College of the City University of New York

**Eileen Farrell,** President, Seton Hill College, Greensburg, Pennsylvania

**James Linksz,** Dean of Instruction, Catonsville Community College, Catonsville, Maryland

2:15 P.M. – 3:30 P.M.

**Career and Pre-Professional Education as They Relate to the Meaning and Quality of an Academic Degree** ..... Provincial Room South

Presiding: **Elizabeth Baranger,** Dean of Graduate Studies, Faculty of Arts and Sciences, University of Pittsburgh; Member, Commission on Higher Education

Panelists: **Stephen Kaagan,** Provost, Pratt Institute, Brooklyn, New York

**Daniel Labeille,** Assistant to the President, Cayuga County Community College, Auburn, New York

**Edward S. Todd,** Provost/Executive Vice President, State University College at Old Westbury, Old Westbury, New York

**Faculty Development as it Relates to the Meaning and Quality of an Academic Degree** ..... Dominion Ballroom A

Presiding: **Eileen Kuhns,** Associate Professor and Coordinator, Education Administration Program, Catholic University of America, Washington, D.C.; Member, Commission on Higher Education

Panelists: **Ruth Leventhal,** Dean of Health Sciences, Hunter College of the City University of New York

**John F. Noonan,** Director, Center for Improving Teaching Effectiveness, Virginia Commonwealth University, Richmond, Virginia

**Lorraine A. Williams,** Vice President for Academic Affairs, Howard University, Washington, D.C.

2:15 P.M.-3:30 P.M.

**Concurrent Meetings: Secondary School Delegates**

**K-12 Evaluation and Instrumentation — Public Schools** ..... Salon 3 & 4

Presiding: **William H. Etsweiler, Jr.,** Executive Director, Commission on Secondary Schools

19

**K-12 Evaluation and Instrumentation — Non-Public Schools** ..... Salon 5 & 6

Presiding: **John L. Dixey,** Associate Director, Commission on Secondary Schools

2:15 P.M.-3:30 P.M.

**Concurrent Meetings: Elementary School Delegates**

**Use of *The Assembly Guide* in Meeting State Department Requirements** ..... Parlor A

Presiding: **Henry L. Ferguson,** Principal, Jarrettown Elementary School, Upper Dublin, Pennsylvania

Panelists: **Robert DeBlasi,** Science Consultant, Paramus Public Schools, Paramus, New Jersey

**George Ihnat,** Principal Whitehouse School, Whitehouse Station, New Jersey

**Rose Stetler,** Reading Specialist, Manheim Township School District, Lancaster, Pennsylvania

**Accrediting the Independent School** ..... Seminar Room A

Presiding: **Barbara R. Frey,** Vice President for Academic Affairs, State University College at Buffalo, Buffalo, New York

Panelists: **William Cooper,** Director, Gill/St. Bernard's School, Bernardsville, New Jersey

**Rudolph H. Deetjen, Jr.,** Headmaster, The Peck School, Morristown, New Jersey

**Thomas C. Hudnut,** Headmaster, The Norwood School, Bethesda, Maryland

**Accrediting the Religious School** ..... Seminar Room B

Presiding: **Sister Maria Laetitia, I.H.M.,** Principal, Saint Aloysius Academy, Bryn Mawr, Pennsylvania

Panelists: **Clarence Dunbebin,** Principal, Sligo Adventist School, Takoma Park, Maryland

**Sister Mary Christopher Hamberg,** Coordinator of Elementary Education, Archdiocese of Washington, D.C.

000 18

**Kirk W. House,** Lower School Principal, Lehigh Christian Academy, Allentown, Pennsylvania

3:45 P.M.-5:00 P.M. **Concurrent Meetings: College and University Delegates** (Repeat of 2:15 P.M. sessions.)

**General Education and Core Curricula as They Relate to the Meaning and Quality of an Academic Degree** ..... Provincial Room North

Presiding: **Allen Bonnell,** President, Community College of Philadelphia; Member, Commission on Higher Education

Panelists: **Robert L. Hess,** President, Brooklyn College of the City University of New York

**Eileen Farrell,** President, Seton Hill College, Greensburg, Pennsylvania

**James Linksz,** Dean of Instruction, Catonsville Community College, Catonsville, Maryland

**Career and Pre-Professional Education as They Relate to the Meaning and Quality of an Academic Degree** ..... Provincial Room South

Presiding: **Edward V. Ellis,** Associate Dean for Continuing Education and Commonwealth Campuses, College of Human Development, Pennsylvania State University; Member, Commission on Higher Education

Panelists: **Stephen Kaagan,** Provost, Pratt Institute, Brooklyn, New York

**Daniel Labeille,** Assistant to the President, Cayuga County Community College, Auburn, New York

**Edward S. Todd,** Provost/Executive Vice President, State University College at Old Westbury, New York

**Faculty Development as It Relates to the Meaning and Quality of an Academic Degree** ..... Dominion Ballroom A

Presiding: **Margaret M. Healy,** Treasurer and Professor of Philosophy, Bryn Mawr College, Bryn Mawr, Pennsylvania; Member, Commission on Higher Education

Panelists: **Ruth Leventhal,** Dean of Health Sciences, Hunter College of the City University of New York

**John F. Noonan,** Director, Center for Improving Teaching Effectiveness, Virginia Commonwealth University, Richmond, Virginia

**Lorraine A. Williams,** Vice President for Academic Affairs, Howard University, Washington, D.C.

3:45 P.M. – 5:00 P.M. **Concurrent Meetings: Secondary School Delegates**

**Relationships with State Education Departments — Public Schools** . . . . . Salon 3 & 4

Presiding: **R. Kenneth Pierce,** Associate Director, Commission on Secondary Schools

Panelists: **Andrew W. Mason,** Regional Coordinator, Maryland State Department of Education, Baltimore

**Richard Weiner,** Acting Director, Division of School Supervision, New York State Education Department, Albany

**Relationships with State Education Departments — Non-public Schools** . . . . . Salon 5 & 6

Presiding: **John L. Dixey,** Associate Director, Commission on Secondary Schools

Panelists: **Adolphus L. Spain,** Accreditation Branch Chief, Division of Certification and Accreditation of Non-public Schools, Maryland Department of Education, Baltimore

**Douglas Boelhouwer,** Non-public School Section, Pennsylvania Department of Education, Harrisburg

3:45 P.M. – 5:00 P.M. **Concurrent Meetings: Elementary School Delegates**

**Skills Required of Assembly Evaluators, Readers and Visitors** . . . . . Parlor A

Presiding: **Diane Madara,** Principal, Cathedral Center School, Erie, Pennsylvania

Panelists: **Hugh Dempsey,** Director of Institutional Research, Saint Vincent College, Latrobe, Pennsylvania

**Philip E. Geiger,** Superintendent, Galloway Township Public Schools, New Jersey

**Sister Mary Montgomery, O.P.,** Superintendent, Archdiocese of Baltimore Schools, Baltimore, Maryland

**The Multi-School Evaluation Team** . . . . . Seminar Room A

Presiding: **Ralph S. Penner,** Principal, Chittenango Station Elementary School, Chittenango, New York

Panelists: **Nancy Allen,** Kindergarten Teacher, Whitehouse School, Whitehouse Station, New Jersey

**Wayne D. Black,** Principal, Rockwood Elementary Schools, Rockwood, Pennsylvania

**Kenneth A. Rigby,** Director of Elementary Education, Franklin Regional School District, Murrysville, Pennsylvania

**Questions and Answers for Schools Considering Elementary School Evaluation and Accreditation** . . . . . Seminar Room B

Presiding: **Sister Mary Daniel Bohren,** Assistant Superintendent of Elementary Schools, Diocese of Erie, Pennsylvania

Panelists: **Sister Marie Albert,** Assistant to the Vicar for Catholic Education, Archdiocese of Philadelphia Schools, Philadelphia, Pennsylvania

**Harrie L. Blood,** Elementary Principal, Pleasant Valley School District, Brodheadsville, Pennsylvania

**Clementina B. Gardner,** Staff Associate, Assembly of Elementary Schools

**Patricia Ramsdell,** Acting Deputy Superintendent, Upper Darby School District, Drexel Hill, Pennsylvania

**Frank W. Thomas,** Principal, Blue Mountain Middle School, Peekskill, New York; Member, Executive Committee, Assembly of Elementary Schools

5:00 P.M. – 6:30 P.M. **Reception — Cash Bar** ..... Dominion Ballroom C

The Association of American Colleges will host a reception and cash bar for delegates from member colleges and their colleagues.

6:30 P.M. **Free Evening**

## SATURDAY, DECEMBER 12

7:30 A.M. – 10:30 A.M. **Registration** ..... Mezzanine

7:30 A.M. – 8:15 A.M. **Continental Breakfast** ..... Dominion Ballroom Foyer

8:30 A.M. – 12:00 Noon **Half-day Workshops — Elementary Education**

**The Microcomputers: Advent of a New Literacy** ..... Conference Room 5 & 6

A partial presentation of the Assembly's full-day seminar on a computer literacy curriculum for the elementary/middle school grades. Full offerings of this seminar are planned for various locations in the Middle States region during the next two years.

The demonstrations and discussions will focus on three issues:

(a) The advent of computer literacy in the elementary/middle school.

> Computers confer with people and with each other. Even segments of software programs "talk together". These conversations are in new languages. Authorities foresee a time when all of us must use these new languages in routine life activities — to say nothing of vocational activity and higher learning. New elementary/middle school curricula in computer literacy will be discussed.

(b) Acquiring appropriate equipment and materials.

What kind of capabilities does a school need? How are they determined? What kinds of financing are now available? Are schools acquiring exactly what they need? Acquisition programs will be discussed.

(c) Staff development.

Staff development can be inexpensive if planned, but very expensive if unplanned or poorly planned. Authorities will present strategies for staff development.

Workshop Director: **Carl Hoffman,** Superintendent (Retired), Abington Public Schools, Abington, Pennsylvania

(Coffee break, 10:00 A.M., Mezzanine)

**Elementary School Evaluation and Accreditation** ..... Seminar Room A

Highlights from an established workship on elementary school evaluation and accreditation which successfully operated at DuBois and Erie, Pennsylvania in the fall of 1981. This workshop is now available for scheduling at other locations. It deals with the self-study, service on visiting teams, oral and written reporting, and the functions of readers and visitors.

Workshop Director: **Robert Millward,** Chairman, Department of Elementary Education, Indiana University of Pennsylvania

(Coffee break, 10:00 A.M., Mezzanine)

8:30 A.M. – 12:00 Noon **Half-day Workshops — Elementary, Middle, Secondary Education**

**Financing Non-Public Schools** ..... Salon 10

Examination of new and developing ideas. Consideration will be given to alternative forms of incorporating, budgeting, and fund accounting. Consideration will also be given to the advantages of independent school cooperatives. Information of value to those who are starting new schools will also be presented. This is a partial presentation of a new full-day seminar to be offered at various locations throughout the Middle States region during the next two years.

Workshop Director: **Rollin P. Baldwin,** President, Baldwin League of Independent Schools, New York City

(Coffee break, 10:00 A.M., Mezzanine)

**Teaching Study Skills and Integrating Study Skills Instruction into the Curriculum** ..... Provincial Room South

This seminar has been offered on several occasions on the campus of Princeton University and in Washington, D.C.

The focus of the seminar will be to help school decision makers gain an understanding of the nature and roles of study skills and the need for the integration of effective study skills instruction into the curriculum of elementary, middle, and secondary schools. The seminar will also address ways to accomplish this goal and will include an introduction to the *hm Study Skills Program* and to the concept of learning style and its connections with study skills teaching and learning. Special materials will be provided.

Workshop Director: **David Marshak,** Bureau of Study Council, Harvard University, Cambridge, Massachusetts

(Coffee break, 10:00 A.M., Mezzanine)

8:30 A.M. – 12:00 Noon

**Progress Report Workshop — Full Report of Progress** ..... Conference Room 3

**Progress Report Workshop — Report of Further Progress** ..... Conference Room 4

These workshops are open to all secondary schools which have a progress report due on May 1, 1982. The divided sessions are offered so that those who have a Full Report of Progress due may meet separately from those who have a Report of Further Progress due.

Both workshops will consider the following topics:

I. Introduction

000 24

(A) Overview of post-evaluation reports and their importance in the development of an on-going school improvement program during the ten year CSS/MSA evaluation/accreditation cycle.

(1) Special Commission Action (SCA) Report
(2) First (Full) Report of Progress (FROP)
(3) Report of Further Progress (ROFP)

(B) Value of progress reports to school community.

(C) Progress reports as they relate to continued accreditation.

(D) Importance of continuing staff involvement in the evaluation process.

II. Techniques to Prepare More Effective Progress Reports

(A) Steering committee and staff involvement.

(B) Utilizing the "Guidelines" as a means of organizing the report.

(C) Common inadequacies of progress reports.

Workshop Directors: Staff of the Commission on Secondary Schools

**Frederick Aho,** Associate Director
**John L. Dixey,** Associate Director
**Carl F. Hensinger,** Associate Director
**R. Kenneth Pierce,** Associate Director

(Coffee break, 10:00 A.M., Mezzanine)

8:30 A.M. – 12:30 P.M. **Half-day Workshops — Higher Education**

**Institutional Self-Study for Chief and Senior Administrative Officers**

This seminar, a modified version of the three day workshops offered each year at Rutgers University, will seek to describe and emphasize the role of the chief executive and senior officers in the self-study process; how to relate to it; leadership; how to use the process results.

The workshop will utilize lecture, slide, case descriptions and panel presentations. The participants will have an opportunity to join small discussion groups led by staff and institutional personnel familiar with and committed to the procedure.

Workshop Director: **Herbert R. Kells,** Professor of Higher Education and Information Studies, Rutgers University, New Brunswick, New Jersey

**Introduction** (8:30 A.M. – 9:45 A.M.)

**Factors which Affect Self-Study; Recent Research Findings on Institutional Self-Study; The Self-Study Workshop: An Overview** ..... Provincial Room North

Presenter: **Herbert R. Kells**

(Coffee Break, 9:45 A.M. Mezzanine)

**Panel** (10:15 A.M. – 11:15 A.M.)

**The Roles of the Chief Executive Officer and the Self-Study Coordinator In Institutional Self-Study** ..... Provincial Room North

Panelists: **Peter Cayan,** President; **William Borzolleri,** Dean of Students, North Country Community College, Saranac Lake, New York

**Rafael L. Cortada,** President; **James Brazil,** Director, Division of Humanities, Applied Arts and Languages and Literature, Community College of Baltimore, Maryland

**Sister Kathleen Feeley, S.S.N.D.,** President: **Sister Oliver Houdon, S.S.N.D.,** Academic Dean, College of Notre Dame, Baltimore, Maryland

**Discussion Groups** (11:15 A.M. – 12:15 P.M.)

**Group A** ..... Seminar Room C

Discussion Leaders: **J. Stephen Sullivan, F.S.C.,** President, Manhattan College, New York City.

**Robert Kirkwood,** Executive Director, Commission on Higher Education

**Group B** ..... Seminar Room D

Discussion Leaders: **Nathan Weiss,** President, Kean College of New Jersey, Union, New Jersey

**Minna F. Weinstein,** Associate Director, Commission on Higher Education

**Group C** ..... Parlor C

Discussion Leaders: **Earland I. Carlson,** former President, Westminster College, New Wilmington, Pennsylvania

**Herbert R. Kells,** Workshop Director

**Group D** ..... Parlor B

Discussion Leaders: **Robert T. Novak,** President, Orange County Community College, Middletown, New York

**Howard L. Simmons,** Associate Director, Commission on Higher Education

**Summary** (12:15 P.M. – 12:30 P.M.)

**Review of Workshop Program** ..... Provincial Room North

Presenter: **Herbert R. Kells**

## PROGRAMS OF THE AFFILIATED ASSOCIATIONS

### EASTERN ASSOCIATION OF COLLEGE DEANS AND ADVISERS OF STUDENTS

*President:* Nancy Richards, Dean of Students, Douglass College, Rutgers University, New Brunswick, New Jersey

*Vice President:* Albert J. Hamilton, Dean, School of Arts and Sciences, Manhattan College, New York City

*Secretary:* Marguerite Puhl, Assistant Dean, College of Arts and Sciences, Duquesne University, Pittsburgh, Pennsylvania

*Treasurer:* Fred Brodzinski, Vice President for Student Affairs, Ramapo College of New Jersey, Mahwah, New Jersey

### THURSDAY, DECEMBER 10

12:00 Noon – 2:00 P.M. **Registration** ..... Dominion Ballroom Foyer

1:30 P.M. – 3:00 P.M. **Keynote Address: Diversity — Challenge to the University in the 80's** ..... Dominion Ballroom D

Presiding: **Albert J. Hamilton,** Vice President of the Association

Speaker: **George W. Bonham,** Executive Director, Council on Learning; Editor-at-Large, *Change* Magazine

3:00 P.M. – 5:00 P.M. **General Session: The Challenge to Leadership in Planning for an Unknown Tomorrow** ..... Dominion Ballroom D

Presiding: **Nancy Richards,** President of the Association

Speaker: **Charles F. Fisher,** Director, Department of Council Affairs, American Council on Education, Washington, D.C.

01 28

## FRIDAY, DECEMBER 11

| | |
|---|---|
| 8:00 A.M. – 9:00 A.M. | **Registration** ..... Dominion Ballroom Foyer |
| 9:00 A.M. – 10:15 A.M. | **Panel: The Impact of Diversity on the College Curriculum and Its Faculty** ..... Dominion Ballroom D<br>Presiding: **Fred Brodzinski,** Treasurer of the Association<br>Panelists: **Larry Carter,** Assistant Dean, School of Arts and Sciences, Jersey City State College, Jersey City, New Jersey<br>**Robert Macoskey,** Professor of Philosophy, Slippery Rock State College, Slippery Rock, Pennsylvania |
| 10:15 A.M. – 10:30 A.M. | **Coffee Break** ..... Dominion Ballroom D |
| 10:30 A.M. – 11:45 A.M. | **Panel: The Dean and the Counseling Center — Can Faculty and Student Personnel Ever Mix?**<br>Presiding: **Thomas N. McCarthy,** Professor of Psychology; Former Vice President for Student Affairs, LaSalle College, Philadelphia, Pennsylvania<br>Panelists: **James A. Pegolotti,** Dean, School of Arts and Sciences, Western Connecticut State College, Danbury, Connecticut<br>**Larry Mainig,** Director, Counseling Center, St. Peter's College, Jersey City, New Jersey |
| 11:45 A.M. – 12:15 P.M. | **Business Meeting of the Association** ..... Dominion Ballroom D<br>Presiding: **Nancy Richards,** President of the Association<br>Reports: Officers of the Association |

| | | |
|---|---|---|
| 2:00 P.M. – 3:15 P.M. | **Panel: The Diversity of Today's College Bound Student and the Need for Articulation** ..... Dominion Ballroom D<br>Presiding: **Marguerite Puhl,** Secretary of the Association<br>Panelists: **John J. Craven,** Vice President for Instruction, Mohawk Valley Community College, Utica, New York<br>**Andrew S. McGowan,** Guidance Director, Roosevelt High School, Yonkers, New York |
| 3:15 P.M. | **Wrap-up Session** ..... Dominion Ballroom D<br>Presiding: **Albert J. Hamilton,** Vice President of the Association |

## JUNIOR COLLEGE COUNCIL OF THE MIDDLE ATLANTIC STATES

*President:* John N. Cable, Dean of the College, Community College of the Finger Lakes, Canandaigua, New York

*Vice President:* Bernard M. Solon, Dean of Academic Affairs, Harrisburg Area Community College, Harrisburg, Pennsylvania

*Treasurer:* Marian James Deegan, S.C., Associate Professor of Business, Elizabeth Seton College, Yonkers, New York

*Secretary:* Julia F. Carragan, Assistant Professor of Humanities, Hudson Valley Community College, Troy, New York

### FRIDAY, DECEMBER 11

| | |
|---|---|
| 8:00 A.M. – 10:00 A.M. | **Breakfast Meeting: The Community College — A Different Perspective** ..... Salon 10<br>Presiding: **John N. Cable,** President of the Council<br>Speaker: **John J. Connolly,** President, Dutchess Community College, Poughkeepsie, New York; President-elect, New York Medical College, Valhalla |

OCT 30

## ASSOCIATION OF AMERICAN COLLEGES

*Chairman:* Samuel R. Spencer, Jr., President, Davidson College, Davidson, North Carolina

*Vice Chairman:* Virginia B. Smith, President, Vassar College, Poughkeepsie, New York

*Treasurer:* Nelson P. Guild, President, Frostburg State College, Frostburg, Maryland

*Past Chairman:* James F. Gollattscheck, President, Valencia Community College, Orlando, Florida

*President:* Mark H. Curtis

### FRIDAY, DECEMBER 11

5:00 P.M. – 6:30 P.M. **Reception — Cash Bar** ..... Dominion Ballroom C

---

## NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS: REGION II ADVISORY BOARD

*Vice President:* Raymond T. Heath, Vice President for Student Affairs, LaSalle College, Philadelphia, Pennsylvania

### FRIDAY, DECEMBER 11

10:30 A.M. – 3:00 P.M. **Meeting of the Advisory Board** ..... Parlor D

Presiding: **Raymond T. Heath,** Vice President of Region II

*The Proceedings*

# *Accreditation on Trial — The Indictment*

**Keynote Address**

**FRED F. HARCLEROAD**

**Introduction**

A major social invention of the 19th Century, voluntary accreditation, faces a time of serious trial during the current decades. Oddly enough, several characteristics of the present educational scene seem very comparable to the problems in education during the last quarter of the 19th century which led to the beginnings of the accrediting associations. A number of instances graphically illustrate this point.

For example, once again, it is difficult to define a college and state precisely the difference between secondary and postsecondary education. In 1873, John Eaton, U.S. Commissioner of Education, reported that ". . . at least 75% of the students in the West and in the South must have been prepared for college by the colleges themselves in their preparatory departments." (Selden, 1960, p. 98). In 1980 Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, stated that postsecondary institutions as one method of dealing with inadequately prepared students were starting their own "remedial high schools on campus in subjects like English and mathematics." He also cited a report from New Jersey that ". . . at least half of the freshmen enrolling in New Jersey Colleges need some form of special tutoring if they hope to succeed in college." (Boyer, 1980, p. 4).

Similarly, new types of educational institutions grew up in the late 1800's and first decades of the 20th century (teachers colleges, land grant colleges, junior colleges and doctorate-granting universities). Today, we take it for granted that these types of institutions are a major part of higher education. However in 1850 few of them existed. There were a few normal schools, no doctoral granting institutions, no junior colleges as we think of them, and a few institutes, such as mechanics institutes, textile institutes, Rensselaer Polytechnic Institute, and the military academy of the Army's Corps of Engineers. What we think of as higher education today did not exist until the last part of the 19th century. Currently, new types of nontraditional institutions, plus satellite and distance postsecondary education again make it hard to answer the question "what is a college?" and "what is a degree?"

**Fred F. Harcleroad is Professor of Higher Education at the University of Arizona in Tucson. His prior appointments include those of President of the American College Testing Program and President of California State University at Hayward.**

Today in the curricular area the enormous present-day push into occupational/professional fields somewhat parallels the development of new specialized disciplines of a century ago. Likewise, the resulting demands for a core of common learning for a baccalaureate degree recall Abbott Lawrence Lowell's efforts in 1908-1909 to replace the Harvard elective system with a degree program based on depth and breadth, concentration and distribution. (Yeomans, 1948, pp. 121-135). Currently in this area we have genuine problems and serious questions. How much of a degree program should be awarded to somebody for having lived through the years? How much credit for life experience? How much credit for work experience? How much credit by examination? Is the degree program strictly the cognitive learning portion, or is there something more than cognitive learning that is an important part of an academic degree? In the high school, what should be required for a diploma? How much work experience or credit by exam? Can we really define a collegiate education and degree or a secondary school education and high school diploma? Right now it's not totally clear in some areas. There was a time at the turn of the century when you could get a degree at Harvard and the only required course for the degree was a half-year course in English. Currently, at a southwestern state university students can choose a Bachelor of Liberal Studies program and take almost any course they want for the degree program. All that is required is one semester of a 3-unit course in English. At the other end of the continuum there are fixed programs such as St. John's, quite close to a classical curriculum. What should be done in accreditation of all these diverse degree programs?

Related to these developments, also, are current efforts to bring leaders of secondary and postsecondary institutions together to solve mutual problems of articulation and curriculum. This same group of problems was the immediate reason for the beginnings of the New England Association in 1885 and the College Association of the Middle States and Maryland in 1887. Working together in such associations their members eventually moved into accrediting activities (Middle States in 1921) and seemingly solved most of those problems.

Why then is accreditation on trial in the 1980's? As voluntary organizations, a part of the third force and the independent sector, accrediting associations represent the best of American traditions. Based on devoted public service efforts by literally thousands of volunteer professionals these associations perform a vital, needed function. Over the past century their purposes have expanded considerably and many state agencies or departments of the federal government now use their findings. But right here is a root of many of the individual problems which critics blame on accreditation. Out of its very success of the past 60 years come the causes of the current issues which must be faced. Developments in accreditation during four rather arbitrary periods (1914-1935; 1935-1948; 1948-1975; and 1975-1981) will provide a basis for considering further both the current criticisms (or indictments) of voluntary accreditation and possible responses by the membership associations which could lead to a favorable verdict.

**Historical Background**

From 1914-1935 voluntary accrediting organizations built on their work during previous formative decades. All six of the current regional institutional associations existed and four were actively carrying on accrediting activity. The New England and Western Associations were not. Several specialized programmatic associations had developed in such fields as medicine, forestry, osteopathy and law. Most of the regionals developed specific criteria for accreditation of member institutions and the federal department of education published limited lists of various types of institutions. Presidents Taft and Wilson kept the Department of Education from publishing a list based on estimates of educational quality. Because of the requests from German universities for such a classified list, the Association of American Universities published one in 1914. Colleges were divided into three groups, reflecting the success of their students in graduate schools. This became the most prestigious list in the country and made the Association of American Universities the major accrediting body for the following 30 years.

In the 1930's the North Central Association adopted a new principle of accreditation, less objective in nature and based on judging an institution in terms of its purposes and its total pattern as an institution. This new principle, later adopted by other regionals, made it possible for accrediting to be adapted to the ever widening spectrum of postsecondary education. However, less objective and more flexible standards have caused problems ever since — particularly when the supporting society demands accountability.

National institutional associations started when, in 1926, the National Home Study Council was formed and began setting standards in correspondence education. Eleven specialized programmatic associations were started; business; law; library science; music; engineering; and dietetics; plus five associations related to medical care — podiatry, veterinary medicine, nurse anaesthesia, pharmacy, and optometry. The proliferation of accrediting associations in the medical care field had begun. As a result, the American Medical Association, working with the occupational and physical therapists, developed the "umbrella" approach to accreditation; engineering also adopted this approach. The umbrella concept was one attempt to deal with the problem of fragmentation and multiple visitations, a problem that persists to this day. Many states began using accredited professional programs as a basis for professional licensing. Another facet of accreditation's continuing problems started in this period, also. In 1924 the institutional presidents, through their own associations, tried to limit the number of accrediting associations with which they would work. That has been a continuing concern ever since.

Between 1935 and 1948 specialized associations continued to proliferate, including: chemistry, journalism; architecture; art; theology; Bible schools; plus the Liaison Committee on Medical Education and four more agencies in the medical field — medical technology, medical records, occupational therapy, and physical

therapy. The federal government made serious efforts to stop the operations of degree mills using laws against fraud and abuse of the postal service. The apparent need for state controls of degree mills led to another push during the late 1930's toward state standards and state accrediting of colleges and universities. After numerous discussions and national conferences on the topic, the emphasis was left on voluntary accreditation and only the most flagrant degree mills were put out of business.

Between 1948 and 1975, major changes took place in every aspect of accreditation. In 1948, the Association of American Universities stopped its "listing" of institutions, which for 30 years had been the most important form of accreditation listing of the educational quality of institutions. A number of major adaptations resulted. The Western and New England associations officially became accrediting associations rather than discussion organizations. The numbers of specialized associations skyrocketed, with 17 widely-known associations established — from social service and psychology to construction education and funeral direction — plus many special health groups including nursing. Presidents of large institutions set up the National Commission on Accrediting in an effort to stem the tide, with very limited success. The voluntary regional associations set up a Federation of Regional Accrediting Commissions of Higher Education to collaborate where possible on common goals, standards and procedures. These two different and influential groups tried to work together and finally merged in 1975.

However, the major new development of this period was in the federal role, which grew because of massive increases in federal funding of institutions and of student assistance. The Veterans Administration, since 1952, and the Department of Education, with dozens of separate funding acts to administer, make extensive use of lists from accrediting associations to determine institutional "eligibility." As a result, current literature describes the resulting relationship as a "triad" including federal listing for eligibility purposes as a new major factor, along with state chartering and licensure and the web of voluntary membership associations.

The federal funding programs and direct federal involvement in the accreditation areas have led to significant changes. In 1968, the Division of Accreditation and Institutional Eligibility was set up in the U.S. Office of Education to handle the increasing federal paperwork involved in recognizing accrediting associations and their member institutions. By the early 1970's the National Commission on Accrediting and the Federation of Regional Accrediting Commission in Higher Education, joined together in one major comprehensive organization — The Council on Postsecondary Accreditation — to unify all voluntary accrediting efforts, especially in relation to this new federal effort.

From 1975 to 1981, the new Council on Postsecondary Accreditation has been a major factor in attempting to stem proliferation, and to stop federal efforts to turn voluntary membership associations into quasi-governmental organizations with police powers. Colleges with satellite campuses all across the nation have posed real problems for evaluation by regional associations. COPA has served as a focal point for research on accreditation relating to nontraditional education, and has had some

limited success in slowing down the development of new programmatic associations. However, the federal approval agency (which recently changed its title to the Division of Eligibility and Agency Evaluation) has approved several more associations than has COPA. Also, the medical field continues to expand because of technological advances, and each new device or system seems to need a new accrediting association.

COPA's major priority deals with accreditation's major task, "evaluating educational quality and measuring outcomes of education, including the selecting, training, and evaluating of volunteers in accreditation." Many of its conferences and publications deal with these problem areas. Almost all of its participants are volunteers and through its efforts much has been done to enlarge their numbers and background knowledge. The various member associations carry on most of the actual selection and training efforts for both on-campus self-study and association efforts; these have been stepped up significantly in recent years. The entire process depends greatly on this effort being successful. Semrow (1977) has pointed out that:

> Accreditation decision-making is built upon a two-tiered system which encompasses a peer review process. On the one hand the institution is expected to conduct a study and analysis of its operations in the light of its mission statement, its goals and purposes, and its program objectives . . . On the other hand, the Commission provides for an on-site evaluation review by a team of persons independent and outside the institution. This constitutes the peer review which utilizes as its basis the institution's self-study. This process is carried out both substantively and procedurally . . . and is based upon the concept that individuals schooled in the disciplines and research and acquainted with the organization and processes of post-secondary institutions are able to exercise their competence and expertise and apply their problem-solving ability to fundamental questions concerning institutional effectiveness. (p. 3)

COPA has had limited effect in this area, and advisedly so. It has set a tone and emphasized direction but left to the regional, specialized, and national institutional associations the significant efforts toward actual improvement of the details of the accrediting process.*

**Criticisms of Accreditation**

Current deep-seated criticisms of voluntary accrediting associations stem to some degree from their past modifications (such as the move since the 1930's to less objective standards and more general evidence). However, to a greater degree they result from the impact of important social changes which are currently underway. Although some of these changes may appear distantly related, in actuality they lead rather directly to the critical, often severe, comments by those who censure accreditors. Eight such social changes of most importance to consider are as follows:

---

* Adapted from the author's prior publication *Accreditation; History, Process and Problems*. AAHE-ERIC/Higher Education Research Report No. 6, 1980.

1. The move from an elite to a meritocratic and now to an egalitarian approach in postsecondary education.
2. The strong push for social justice, in such areas as employment, and related benefits.
3. The drive against monopoly in any form.
4. The protection of consumers from all forms of abuses, including any in education.
5. Advanced technological developments leading to
   - increasing demand for advanced professional training of all types,
   - shortages of native students in the sciences and large numbers of foreign students,
   - ability to provide some forms of education at great distances, (basically cognitive, with not much attention to affective or psychomotor learning objectives).
6. The vast expansion of medical care, along with the technological advances in instrumentation.
7. Lifelong learning patterns, which lead working people to want postsecondary education provided where they are and at times when they can take it.
8. Inflation, and vastly increased cost of education, at the same time a tax revolt is taking place and the percentage increases in cost of governmental services are cut down.

The technological changes have led to expansion of occupational/professional education and proliferation of specialized programmatic accrediting associations. Lifelong learning, and needs for retraining the workforce lead directly to nontraditional forms of postsecondary education and demands for degrees without the liberal/general education requirements and the informal educational opportunities of resident learning situations. Increases in cost and in support programs for needy students have resulted in governmental intervention, primarily federal, in order to help finance the needy as well as the growing middle class. Also, since the states control postsecondary education according to the constitutional separation of powers, federal agencies have tried to use indirect means, including accrediting associations to provide (1) social and educational justice to all specialized groups not previously treated equally (such as ethnic minorities, women, older students, and handicapped persons) and (2) to finance needy students at educationally acceptable institutions. Thus, accrediting associations face all of these demands on them to adapt as the changing social scene affects all existing social institutions.

What then are major criticisms of the processes and results of voluntary accreditation at the present time? The litany comes from both friends and foes of education and some of the most common or cogent are summarized as follows:

David Riesman very recently included several criticisms in a major statement on higher education. As examples, he wrote that there is:

- "considerable variation, not only within each region in terms of particular teams visiting particular institutions, but among the regions." (pp. 335-336)
- "that the regional accrediting associations must take responsibility for off-campus operations not only by detailed examination of the home campus but also by trips to its outlying branches as part of the normal accrediting routine." (pp. 339-340)
- The possibility that accrediting associations are "mutual back-scratching operations that too rarely impose sanctions. . ." (p. 336)
- A greatly increasing number of foreign students are being recruited by colleges with very limited ability to meet their educational needs and that accrediting associations fail to examine for, and publicize such problems (pp. xviii, 221, 223, 333).
- A need for additional professional members to be added to the "overworked staffs of the regional associations" (p. 335).

Harold Orlans (1975) in his extensive study included many criticisms and stressed extensively the following items:

- The listing, since 1952, of selected regional and national institutional and special programmatic associations by the (now) Secretary of Education has created a monopolistic situation related to eligibility for federal funds. (Many other persons have made this criticism, often using the term "coercive monopoly.")
- "Since forsaking quality grades and objective indices in the 1930's it is a moot question if regional accreditation is *supposed* to attest to the quality of an institution." (p. 155).

The Federal Interagency Committee on Education, (1975) after studying the need for protecting educational consumers, concluded ". . . that accreditation provides inadequate assurance of business ethics or financial stability." (p. 41) and that consumers need better information overall, including more understanding of the actual meaning of institutional accreditation.

James D. Koerner has been perhaps one of the strongest critics of accreditation associations. In a highly publicized speech a decade ago (1970) he stated bluntly that over the years they had ". . . become nothing but old-fashioned trade associations piously pretending to represent the public interest . . ." and that ". . . membership in one's regional association is not a live option for a college that wants to survive, whereas the situation in medicine, and certainly among industrial trade associations, is less over-bearing. Hence, the established orthodoxy is easier to resist in medicine and industry than in those of our institutions whose aim, it is said, is the pursuit of truth. We have to look at the groves of academe to find trade associations that are genuinely monopolistic and coercive." (p. 5). His other criticisms include several more pungent phrases and excerpts, such as:

- "Towering above other failures of the regional association is their failure to provide the student and parents with comprehensive and comparative guidance to educational institutions." (pp. 5-6).

- "The so-called standards and criteria which the regional associations impose on institutions as a primary condition of membership rest on no basis of research or theory. Such foundation as they have is nothing really except popularity. They are simply the perceived wisdom of the day. Which is to say that any practice in which a majority of institutions engage, and often only a minority of prestige institutions, becomes enshrined in the standards and criteria of the regional associations, there to be inflicted on all other institutions." (pp. 10-11)
- "The veil of secrecy behind which the regional associations operate is, in my opinion, indefensible. If we take them at their word when they declare, as they often do, that their job is less to police than to stimulate institutions, we must assume that they have no wish to act as the FBI or the CIA of American education. Yet everything that is most important in what they do is either secret or restricted to insiders. Trying to get even simple information about the internal workings of the regional associations is, I have found, a little like trying to get information from the Kremlin . . . *any* tax-exempt educational agency with the power of the regional associations, whose activities significantly affect the course of American education, and especially whose functions are in effect government functions, ought to operate in the open. Their files should be in the public domain; their meetings . . . should be open to the press and the public; and the reports of the consultants whom they impose on institutions that want in, and of the visiting teams they send to institutions, should be public documents." (pp. 14-15).
- When special programmatic associations require that an institution be regionally accredited, Koerner calls it a "secondary boycott." (p. 18).

These samples of concerns of both friendly and strident critics provide a sense of the variety and passion involved. A brief but useful list of fundamental criticisms, prepared by the professional staff of the Middle States Association, serves as both a summary "indictment" and as basis for thoughtful analysis and possible change in the future.

". . . The counts listed in the indictment brought against voluntary accreditation surely include most, and probably all, of the following:

1. Peer evaluation is a self-serving, highly subjective process directed by a clubby elite.
2. The needs of the public and public agencies are frustrated by the confidential, if not secretive, nature of the accrediting societies.
3. An evaluation based on the institution's own self-defined purpose and mission fails to address the issue of relative quality.
4. Standards, to the extent that they are other than minimal are seldom enforced as witness the rarity of denial or withdrawal of accredited status.
5. There is a lack of uniformity of standards and evenhandedness in their

application both within and among the areas served by the regional associations.

6. The expanding universe of satellite operations is out of control and unresponsive to the traditional processes and restraints of regional accreditation.
7. Regional accreditation is amateurish, cooercive, racist, sexist, nonaccountable, proscriptive, vague and uncoordinated."

What are the three types of voluntary associations (regional institutional, national institutional or specialized programmatic) doing regarding these assertions, regarding their standards, procedures and requirements for membership? In addition some such as "Middle States" have elementary, secondary, and post-secondary commissions involved. There are differences within these areas as to which criticisms are applicable, and careful attention must be given to provide varied and appropriate reactions.

**Responses to the Indictment**

Three normal responses to such harsh, grating statements by public-service oriented, voluntary professional workers could be, first, indignation at the unjust accusations, second a "circling of the wagons" to fight defiantly for the cause, or third, to withdraw from the field and leave it to the ungrateful, unreasonable, and unknowing critics. After all, accrediting activity is some of the most intense, exacting and tiring work done by professionals. Evaluation, whether of individuals or institutions, is demanding, difficult and draining — some of the most unremittingly precise work we do.

However, a fourth response seems vital and necessary. Currently, our society has needs for functioning, voluntary ways to determine institutional quality and to provide accurate information about it to supporters and users of all levels and types of education. The fact that the criticisms exist must be faced, as the members of the Middle States Association, are doing. Those with some validity require positive action and those without validity demand better communication about them to inform the public. A positive public relations program for useful voluntary accreditation activity is currently a critical need.

Lacking such action, our society will perform as it always does and find or establish other institutions to provide or evaluate educational opportunities. Two recent studies at our Center for the Study of Higher Education illustrate this characteristic of American society. A national study of enrollment patterns of accredited liberal arts colleges from 1965-1978 revealed that eighty-four out of 584 (14.4%) had closed or merged with other institutions of varied types. In the same period forty-four new ones appeared, 33 independent, 3 public and 8 with religious affiliation (Leslie, et al, pp. 12-13). Another study in 1979 reported (1) that significant numbers of state higher education agencies and commissions (17) were responsible in that year for accrediting all or some institutions in the respective states and (2) that three-fourths of their executive officers expected or planned for their agency to

continue institutional accreditation, or to expand their regulatory activities to include it (Birch, 1979). One of the forty-four new institutions was in Oklahoma. The Oklahoma Regents for Higher Education have the legal responsibility for accreditation of all postsecondary institutions in the state. This new institution went through self-study and a site visit by a team representing the Regents prior to initial accreditation by the Regents. After such initial accreditation, if they are later accredited by the North Central Association, the Regents will accept that accreditation. Such state activity indicates clearly a possible direction for the future. For persons interested in overall voluntary approaches, obviously, reasoned analysis and response to criticisms is very much in order or further state action in this area is inevitable.

Most of the public concerns regarding the seven counts of indictment are without genuine merit when carefully considered in light of changes during the 1970's in regional accreditation. However, in specialized accreditation the coercive monopoly accusation may apply to certain of the specialized programmatic associations which are purposeful in trying to restrict entry and control state licensing. These associations are the object of much of the concern of college and university presidents, more so than the regionals. In elementary school accreditation in particular, the process is still essentially voluntary although as a result of the minimum competency movement various states may try to co-opt it. If they do it could result in problems similar to those that resulted when the federal Department of Education began using postsecondary accreditation to determine institutional eligibility for federal program funding.

In secondary, and particularly, postsecondary accreditation, the process, of course, cannot even have any appearance of being self serving, too secretive, amateurish, racist, sexist and lacking in evenhandedness. If misunderstandings lead to such concerns everything possible needs to be done to clarify them. In the area of confidentiality and public disclosure the extensive differences recently found between various associations indicate work needs to be done.

The proposal for modest change which I made to the Middle States Association five years ago, in the form of an educational auditing approach (Harcleroad, 1975), would help address the concerns regarding evenhandedness, subjectivity, more uniformity of standards, the problems of consumerism and public information. The 1982 change by the Middle States in "The Characteristics of Excellence in Higher Education" is a positive step but needs to be a base for continuing self-study similar to that expected of member institutions.

The concern that postsecondary education accreditation is a "coercive monopoly" can only be laid to rest by being absolutely certain that it is not — and making certain that every institution honors it. Many ways other than regional accreditation exist by which institutions, their faculty and their students can become eligible for federal funding. In 1977, 10% of the eligible institutions were in foreign countries, 2% were state approved or institutionally certified by the three letter rule and another 10% were eligible under terms of the National Vocational Student Loan Insurance Act (Harcleroad, 1980, p. 30). The Secretary of Education, in addition, can set

up a special committee to consider and recommend an institution and has listed "eligible" institutions at the suggestion of a congressman. Thus, clear evidence exists that regional associations are *not* monopolies in so far as federal eligibility is concerned. Some specialized programmatic accrediting groups, however, have worked actively to develop monopoly situations in numerous states in connection with such things as admission to licensing examinations or licenses themselves. Of course, monopolies do exist in the form of regulated public utilities acting in the "public interest." Accrediting associations with such monopoly powers must continuously serve the changing public interest and be willing to accept related outside controls.

In the area of nontraditional and contract postsecondary education the current efforts of the regional associations to cooperate in evaluative efforts and to hold home campuses truly responsible are providing much more stability. In his 1980 annual report Robert Kirkwood of the Middle States Association Commission on Higher Education has noted the "deepening clamor" about such programs and has emphasized that:

> "The regional accrediting commissions and the Council on Postsecondary Accreditation (COPA) have been actively working on this problem, and while there is significant interregional cooperation in dealing with it, that cooperation must be further strengthened in the months ahead. Meanwhile, there are at least two steps every institution could take to improve the situation. One is the establishment or strengthening of rigorous and diligent observance of the requirement that the regional accrediting commission be notified in advance of any plans to establish off-campus programs, near or far. In general, cooperation in the Middle States region has been good, but we still learn occasionally about some off-campus programs from sources other than their sponsors. Administrators should know that no off-campus program is covered by an institution's accreditation until it has been duly approved by the Commission.
>
> A variation of off-campus activities involves a contractual relationship between an accredited institution and a (usually) profit-making organization wherein the organization then conducts educational programs. The Commission's experience and that of other regionals with such arrangements has generally been unsatisfactory. What is especially perplexing and troubling about the contracts is that the institution seems to gain so little relative to the value of its reputation. In effect, it lends its good name and accreditation to an enterprise from which others gain the greatest profit. Again, we remind administrators to review the Commission's policy on contractual relations with nonregionally accredited organizations before entering into any agreement."

Undoubtedly, future developments in regional accreditation will involve some formal relationship with state agencies and commissions. The Oklahoma Regents plan was cited earlier. Another plan for cooperative accreditation activity recently has been developed by the Middle States Association of Colleges and Schools and the Maryland State Board for Higher Education, which may become a prototype for other states. The Maryland Board for Higher Education has developed an extensive

plan for institutional evaluation called the Higher Education Evaluation and Development Process (HEED). This is an ongoing process tied to budget development and presentation of annual funding requests to the legislature. In April of 1979, an agreement was reached between the Maryland State Board for Higher Education and the Middle States Association providing very specific ways in which the voluntary accrediting process would be integrated into and supplement the HEED process.

Recent annual meetings of the Middle States Association have studied new approaches to outcomes measurement, and reiterated that value of voluntary accreditation with key federal officials reaffirming governmental commitment to it. At this 1981 meeting several additional points have been emphasized as follows:

First, the evaluative process can be and has been improving the quality of programs in all types of educational institutions—elementary, secondary, and higher education; and as a result of the accrediting process, boards have done what was necessary to obtain accreditation for each of these three groups. It is important to make sure that the public understands it and knows why it is important.

Second, clearly no back-scratching is involved and this needs to be emphasized in organized information programs. Evidence from recent empirical studies conducted by Herbert Kells indicate that accrediting associations are not closed corporations, that they are expanding, with many additional people involved.

Third, although the claim is made that the accrediting process is subjective and uneven, enlarged and expanded in-service programs to train evaluators have made great improvements.

Fourth, a positive public relations program is badly needed. Fly the banner of the Association. Take credit for the good work that is accomplished and the positive results from the voluntary efforts of literally thousands of dedicated professionals.

Fifth, emphasize the importance of presidential commitment. President McPherson of Bryn Mawr College has stated: "The institutional self-study, the keystone of the accrediting process, is inextricably tied to internal planning and development, and must be ongoing." She emphasized the importance and the benefit of the process to an institution. The value can be directly proportional to the president's commitment.

Sixth, evidence now provides empirical data to show that the accrediting process is not as uneven as it used to be and is considerably improved. Kells has provided data on a number of items, showing considerable improvement in several important areas. In the Middle States Association the average age of evaluators is down dramatically and the percentage of new persons chairing teams is increasing. Team members come from more geographic regions and from a greater spread of institutions. The entire picture is dramatically different.

Many things remain to be done. Everything in accreditation is not beautiful. Educators still are not too sure what a degree is. More flexibility in the way of credit

by examination, credit for life experiences, and credit at a great distance results in educational degree programs based solely on cognitive learning tested in some cases only by tests given by correspondence. Although such degree programs are accepted throughout our country and throughout the world, they differ materially between institutions. This problem area still needs a great deal of work. Accreditation still needs to be more systematic and consistent throughout the six regions of the United States. Foreign student programs and problems in years to come can become very serious if "hungry" institutions take money anywhere they can get it.

Finally, it is difficult to be absolutely sure of the quality of a program that is at long distance from a home campus. When satellite programs at great distances are making money the quality control probably is not as good as would normally prevail on campus. This could easily continue to be a serious problem.

Important self-regulation initiatives have been spearheaded by the American Council on Education and supported by a consensus of all forces in higher education. The Council on Postsecondary Education has just reorganized, with a variety of efforts underway, including an attempt to cut costs by encouraging interassociational cooperation in expensive areas such as institutional data collection, self-study and team visits.

In 1973, Robert Kirkwood spelled out a dozen "myths" of accreditation. (Kirkwood 1973). Many are still widely believed today and contribute mightily to unfavorable criticisms. To dispel the myths and allay the extensive criticisms accreditors need to conduct their own extensive, detailed comprehensive self-study of the entire accrediting community. Such widely differing persons as James Koerner and Gordon Sweet have called for one. As Gordon Sweet said (Sweet, p.4)

> ". . . my feelings are strong that it is the time for the total accrediting community to take a good look at itself, where it has been, and where it might be going."

With education, and educational accreditation, currently "on trial" now is the time!

## BIBLIOGRAPHY


Birch, Garnet E. *State Higher Education Agency Responsibility for the Evaluation and Accreditation of Public Four-Year Institutions of Higher Education.* Unpublished doctoral dissertation, Tucson, Arizona: Center for the Study of Higher Education, University of Arizona, 1979.

Boyer, Ernest L. "Quality and the Campus: The High School/College Connection." *AAHE Bulletin,* May, 1980, p. 6.

El-Khawas, Elaine H. "Solving Problems Through Self-Regulation." *Educational Record* 59 (Fall 1978): 323-31.

Federal Interagency Council on Education. *Toward A Federal Strategy for Protection of the Consumer Education.* U.S. Department of Health, Education and Welfare. Washington, D.C., July, 1975.

Harcleroad, Fred F. *Accreditation: History, Process, and Problems.* AAHE-ERIC/Higher Education Research Report No. 6, 1980.

_____. *Education Auditing and Accountability*. Washington, D.C.: Council on Postsecondary Accreditation, 1976.

_____. *Voluntary Organizations in America and the Development of Educational Accreditation*. Washington, D.C.: Council on Postsecondary Accreditation, 1980.

_____ and Dickey, Frank G. *Educational Auditing and Voluntary Institutional Accrediting*. Washington, D.C.: American Association for Higher Education, 1975.

Kells, H. R. "An Effort to Improve the Performance of Regional Accreditation Evaluation Teams." Unpublished paper. Oakland, California: Western Association of Schools and Colleges, 1980.

_____. "The People of Accreditation: A Study of the Characteristics of Evaluation Teams and Related Aspects of the Accrediting Process." *Journal of Higher Education* 50 (March/April 1979) 178-198.

_____. *Self-Study Processes: A Guide for Postsecondary Institutions*. Washington, D.C.: American Council on Education, 1980.

Kirkwood, Robert, "The Myths of Accreditation," *Educational Record*, Vol. 54. No. 3, 1973, pp. 211-215.

Kirkwood, Robert. *A Quinquenium Passes*. Middle States Association of Colleges and Schools, Philadelphia, 1981

Koerner, James D. *Who Benefits From Accreditation: Special Interests or the Public*. Unpublished speech delivered in Washington, D.C. on November 6, 1970.

Leslie, Larry, et al. *Patterns of Enrollment in Higher Education 1965-1977 Liberal Arts Colleges*. Topical Paper No. 19, Center for the Study of Higher Education, College of Education, University of Arizona, January, 1981.

Maryland State Board for Higher Education. *Record* (Annapolis, Md.; Maryland State Board for Higher Education), Vol. 5, No. 6 (February, 1980).

Oklahoma State Regents for Higher Education. *Guide for the Evaluation and Accreditation of Institutions in Oklahoma Higher Education*. Oklahoma City, Oklahoma: Regents for Higher Education, State Capitol, August, 1975.

Orlans, Harold. *Private Accreditation and Public Eligibility*. D.C. Heath and Co., Lexington, Mass., 1975.

Reisman, David. *On Higher Education*. Jossey Bass Publishers, San Francisco, 1980.

Selden, William K. *Accreditation: A Struggle Over Standards in Higher Education*. New York: Harper and Bros., 1960.

Semrow, Joseph J., Institutional Assessment and Evaluation for Accreditation. Center for the Study of Higher Education, University of Arizona, Tucson, Arizona, June, 1977.

Sweet, Gordon. "Accreditation: Challenge and Change" *Proceedings*, Vol. 32, No. 1, September, 1979. Southern Association of Colleges and Schools, Atlanta, Georgia.

Yeomans, Henry A. *Abbott Lawrence Lowell*. Harvard University Press, Cambridge, Mass., 1948.

# *Accreditation on Trial — The Defense*

**RICHARD V. SCULLIN — JOHN F. McHUGH**
**MARY PATTERSON McPHERSON**

RICHARD V. SCULLIN: In the indictment reference was made primarily to post-secondary school accreditation. This group of institutions has, of course, the greatest track record in the triumvirate that now exists. Many of the points that were raised concern the umbrella arrangements between accredited colleges and satellite campuses, or a contractual relationship which might exist with a profit-making organization; and I think that some of the points that were made are valid.

The Assembly of Elementary Schools is, of course, a neophyte. It's now only in its fourth year of existence. It is a time for reflection and a time for decision. The Assembly has experienced understandable growing pains. However, under the very able direction of John Stoops the concept was born and is growing. In a period of declining public confidence in the effectiveness of education, especially public education, a judgment by the profession is required.

This should not — in fact, it must not be self-serving. It must be an honest, explicit evaluation of the correctness of our goals, how well we are achieving our goals, and how our goals of education can be improved. It has been my experience that the evaluation process can really bring about much greater change for good than many people realize. Here in Pennsylvania, for instance, we have Act 195, which is a public employees negotiations act, and I have served on five negotiations. I haven't yet heard the team come in with something to really improve conditions for kids, to really improve program. So 195 is not doing that. This particular process, elementary school accreditation, however, is doing it.

The self-appraisal, the visit by visiting teams, the reports both oral and written, the certification, and eventual accreditation have in fact brought about these changes. School boards and other governance bodies will do often whatever is required to receive the seal of approval.

Bob Willard from Indiana University will describe on Saturday the very successful training workshops that were held in the western part of Pennsylvania this fall. These workshops are available now, I understand, on sites other than in the western part of the state, so with regard to your charge that we are not uniform there are steps being taken to correct that.

**Richard V. Scullin is Supervisor of Educational Services, Haverford Township High School, Havertown, Pennsylvania; John F. McHugh is Principal of William Allen High School, Allentown, Pennsylvania; Mary Patterson McPherson is President of Bryn Mawr College, Bryn Mawr, Pennsylvania.**

There is something we're hearing a lot about called "educational vouchers." I don't know how many of you have heard about it or read about it. It would appear that because of this vast decline in public confidence — as I say, especially in the public sector — a voucher system perhaps at the national level will come into existence. What that is going to mean is that it's going to have impact on every one of you at the elementary and secondary levels.

Parents will receive a blank check for a certain amount of money — let's assume $2,000 — for every school age child. The parent will take that blank check to the school of his or her choice, and you know the wide cafeteria-style, approach to the philosophy/mission of particular schools. Parents will pay for what they want and they'll receive what they want. There will be a great deal of competition, a great deal. Public schools will change dramatically.

You have seen some small indication of magnet type schools even here in Philadelphia, where people will opt to go to the school where they can get the kind of program they want for their kids.

This, I think, will negate the charge that there is back-scratching. In fact, I would guess that the make-up of the visiting team should really come from a pretty wide region because there would be so much competition locally that they'll say, "We're not going to approve that school." I'm not sure where that takes us.

In summation, we of the Elementary Assembly plead not guilty as charged. Accreditation for elementary schools and systems is not desirable — it's necessary. We'll learn from the mistakes of our parent groups. Four years is not a long time to have been in existence, but we're going to learn.

I'll close with this for some of the skeptics that were mentioned in the indictment. They remind me of some of the futurists who say "I've seen the future and it doesn't work." I don't think we subscribe to that.

JOHN F. McHUGH: My good friends and colleagues: Evidently during my tenure as a secondary principal I may have lived in somewhat of a vacuum because until I started preparing for this conference and only since I've been here did I realize we were under attack, that voluntary accreditation was on trial. And I think that's good. I say bravo.

Anyone who has trained an attorney who must go out and defend a case knows well that when that attorney appears before the indictment he comes well prepared. If voluntary accreditation is being indicted, you and I are on trial, and you and I must come well prepared.

It's easy to talk among ourselves because we are the disciples who are leading the flock. Now we have to go out and motivate the flock, and we're going to win.

I know it may sound smug, but you and I in private, parochial, and public education wouldn't be where we are today had it not been for the Middle States Association; and I will cite a case at the end of my remarks if I don't get too involved in the trial.

Your schools and our schools would not have the advantages that they have today and the commonalities they have today. We would not have an atmosphere as we have in this assembly where we bring together people of divergent educational backgrounds at all levels, representing all types of institutions and having a commonality for the education of the Commonwealth. That is one of the strongest supports we have as we present our defense.

Perhaps we've been smug because we have been wrapped up in a very fine organization. I don't know what it's like in the other accrediting agencies elsewhere in the United States, but I know this: I am very fortunate to live geographically in an area where we have the Middle States Association, which is a great umbrella internally producing one of the finest in-service educational programs for educators in both the public and the private sectors. And that is a strength.

But we have some other things going for us. We have a public that, with all the frustrations they bring to the desk of a president of a college or the principal or the headmaster of a school — we have a public finally waking up to the idea of accountability. I think that's great. And if they feel — they, the public — that we're going to shirk from our responsibilities because we are now being accounted for, I say to them they are wrong. I think it's great that the spotlight is on our profession. I think it is great that accountability is a theme directed at each one of us because we do have something to sell.

To the detractors who feel that we are going to shy away from the fight: I remind them of Franklin Delano Roosevelt, who said "I'm an old campaigner and I love a good fight." You and I are old campaigners in the field of education and we have something to fight for, and we will win.

But I think part of the indictment comes to us because of a failing and I am going to ask this great Association to do something about it. This is the third assembly that I've attended as a meek secondary principal.

I've heard a lot about the process of accreditation over the years. I've had wonderful experiences having dialogs with people on higher education levels and going back to my own elementary principalship years. But nowhere in the program of the Middle States Association at conventions such as this do I ever see a session having to do with the public relations aspect of selling what we're all about.

If you are the typical high school principal, as most high school principals are — they wait for about nine years to talk about Middle States to the public, and the conversation first starts during that year of self-evaluation. Then the visiting committee comes upon the campus and there is a big hoopla for five days, and the visiting committee leaves and several months later a report is sent, and depending upon the way the report is used back home there might be one other hoopla and then File 13.

That's not the way you handle it. That's not the way I handle it. You and I know the value of that report. So I submit to this Association, as I do to each one of you, that I think we need to have a continuous program of public relations for this Association, so that whenever we make advancements in our profession as it re-

flects upon your institution and if the processes of the Middle States Association had an effect upon that progress, we ought to let the public know.

In conclusion let me cite the case and the background from which I come. I never left home. I stayed in my district for 30 years. I had marvelous experiences as an elementary teacher, eleven wonderful years as an elementary principal, and now nearly twelve years on the firing line as the high school principal.

I submit to you as a native of my own hometown that the advancements that have been made in the city of Allentown for public education, both in the physical construction of buildings and the maintenance of buildings and, I would hope, in the advancement of curricular programs, came about because diligently over the years Boards of Education, Superintendents of Schools (and I've gone through three), high school principals, teachers — whether they represent the American Federation of Teachers or the Allentown Education Association of the PSEA — all have worked together to see to it that the implementation of the Middle States recommendations was followed through.

As a result, the 3,000 students who presently are in my high school are benefiting from nearly $15 million accrued over a period of ten years in building construction, in the expansion of staff, and in the expansion of curriculum. Since 1945 in my high school alone, thanks to the Middle States Association and the recommendations made, we have gone through two revisions of a library to bring the standards up to where we should be according to the American Library Association. We have enhanced the industrial arts program. We have done more for business education. We have brought about a greater structure in the hierarchy in a high school in curriculum design, and we have welcomed the criticism that this Association has brought to the doorstep of each teacher and the principal.

I submit to you that the sons and daughters of our community have benefited because, number one, we had fine educators like yourselves come to us and share with us the highest expectations for the public education in which we are engaged in our community.

In the yearbook and in the school newspaper and in our publications and in the profile of our high school we are proud to say that we have been accredited by the Middle States Association. When parents come to the office of the principal and they wish to have an overview concerning the academics, the more astute parent will say, "And by what institution are you accredited?" If they don't ask it I bring it to their attention.

I think we need to fly the banner of our accreditation and give it substantial meaning in the progress of our case for public education. We in Allentown are Middle States Association-oriented.

Finally, I lay great stress upon the 57,000 alumni of our high school. Each year we cite distinguished alumni. I'll give you the pitch. Lee Iacocco. We were with him when he had his dark moments at Ford and will stick with him at Chrysler. He graduated from our place and we're proud of him.

Commander Muffley, Commander of the United States Navy Band. We loved when he would bring his band to us. He's one of us.

The Chancellor of Kansas State, now retired. The President of Susquehanna University, now retired. The President of Dade County, Miami, Community College, the largest community college in the United States, now retired. The only woman general in the United States Army, General Anna Mae Hayes.

On and on the list goes, and the kids love it. They love when we bring back the distinguished alumni. A few years ago a list of names was submitted to the committee of students and faculty. The person named that year was Carl Hensinger, Middle States Association. We are proud of him and I am proud to be here and give you this speech this morning.

MARY PATTERSON McPHERSON: I feel suddenly that my education is not complete because I didn't have the opportunity to attend the William Allen High School in Allentown, Pa.!

As you heard from Fred Harcleroad yesterday, the development of accrediting agencies and the very notion of voluntary accreditation which today we described as being on trial is a 19th century phenomenon, with New England leading the way and our Middle States following in 1887. Born out of an effort to define a college and to determine requirements for admission, the concern during most of the 20th century has been for promoting the quality and the integrity of educational institutions, including their specialized and their professional programs.

The function of self-regulation through voluntary accreditation is unique to American education, and, speaking here for higher education, it is an appropriate response to and a guardian of the diversity of institutional types that we have long considered one of the great, if not the greatest strength of our American system.

It has never been the aim of Middle States, for example, to require similarity of aims, uniformity of process or even comparability among institutions of higher education. In a county where the independents and the public institutions have a long history of cooperation, mutual respect, and healthy competition, it has been generally accepted that non-government accrediting is the best means available for assisting institutions in achieving and maintaining quality in education while avoiding the rigidities and the leveling effect which usually accompany governmental involvement in our social institutions.

For the most part the recognition of the strengths of the diversity of American higher education has helped to serve a large and a heterogeneous student population well.

The current purpose of the evaluation process is to provide a supportive accompaniment to an institution's continuing efforts to assess its effectiveness and to insure the fullest possible realization of its missions and its goals. The judgment is to be rendered by responsible members of the academic community itself who have reviewed whether an institution's goals are soundly conceived and appropriate, and if its educational programs have been intelligently planned and are competently conducted. So too are they concerned that the institution is accomplishing the majority of its stated goals in a substantive way, that it has a way of demonstrating this, and

the resources to continue to provide its programs responsibly for the foreseeable future.

Accreditation has been the education community's means of self-regulation and the process of evaluation has been intended to strengthen and sustain the quality and integrity of higher education with the intention of making it worthy of the public trust. The effort has also been designed to minimize the scope of government control over education.

Why now is this seemingly noble and sensible effort under fire and what is to be done about it? Jean Meyerhoff in an important piece in the New York Times early in this debate described the issue this way: "The accrediting of colleges and universities, an almost sacrosanct activity shrouded in confidentiality, is facing challenges from critics in both education and government who believe that the process has failed to keep pace with changing conditions."

The emerging view of students as consumers who are entitled to protection from such abusive practices as overcrowded classes and dormitories and inadequate faculty attention and the sometimes questionable recruiting practices and controversial academic policies and programs which appear to have been sometimes overlooked by accrediting agencies leads to questions about the effectiveness of accreditation in assuring educational quality.

The agencies which are voluntary and nongovernmental and are financially supported and operated by the member schools are accused by some of being no better than membership clubs. Carl Kazen, speaking as Vice Chairman of the Sloan Commission, which completed a two-year study of the impact of regulation on colleges and universities, called accreditation very soft. The harsh remarks, he said, get put in a drawer. Institutions that profit most from accreditation need it least, and the weak institutions don't get a hard enough look.

The confidential nature of the process can also be easily abused and is currently a target of much criticism.

Serious charges all, and not always unwarranted or unfair. In this area, however, as in so many others, it seems to me we should not confuse our policies or our intentions with our actual practices. We should also be very wary about exchanging one set of imperfect practices for another, which exchange might in fact fundamentally alter our basic assumptions about academic freedom and the relationship between government and the academy.

In our effort in our different regions to update and upgrade the process — and I know these efforts to be continuous and vigorous — we need also to resist the pressure to become, in our effort to appear super-responsible, as bureaucratic as the agencies whose control we resist.

It's also important to say that in so many instances the voluntary accrediting agencies whose boards and commissions are made up of representatives of member schools have tried very hard to lead the way, and abuses of the system have been in my view the direct result of institutions failing to take the process seriously enough or to grasp fully the notion that the institutional self-study, the keystone of the

accrediting process, is inextricably linked to internal planning and development and must be ongoing. The importance and benefit of the process to an institution is directly proportional in my view to the President's commitment.

In sum, I firmly believe that review by peers who voluntarily participate in the process of evaluation is the very best way to keep a college on its toes — for reasons of institutional self-pride, if no other; promote a serious institutional response, and also result in the most constructive criticism for the institution. If these are amateurs I don't recognize the professionals.

This is not to say that we do not need to struggle constantly to get institutions to take the responsibilities which accompany freedom seriously. We need to encourage the best people in each of our institutions to get involved in the process in full recognition that when institutions have failed to self-regulate in the past government has stepped in, often to our proper and also, if you look back over the last ten years, our costly embarrassment.

---

## *Accreditation on Trial — The Verdict*

**FRED F. HARCLEROAD**

---

Editor's note: For publication purposes, Dr. Harcleroad has incorporated his summary remarks into the concluding portion of his keynote address. See pages 48-49.

# *Business Meeting of the Association*

**Report of the President** **BISHOP FRANCIS B. SCHULTE**

Accreditation has been described as the ground on which our profession gathers to offer accountability to our various publics, to provide some verification of quality in the educational enterprise. The six regional associations involved in institutional accreditation, of which ours, the Middle States, is among the oldest at 95 years, have traditionally considered themselves to be the stewards of this accountability.

We find today a variety of critics who question that stewardship. There are too many of them and some of them too important to be left unnoticed. What they are telling us is that just as war is too important to be left to the generals, accountability in education is too important to be left maybe even to the six regional associations. Perhaps we can be stewards no longer.

I am reminded of the story in the Christian Scriptures, with which some of you might be familiar, about that man who was not doing a very good job of representing his employer's interests and his master said, "You can be steward no longer." And remember what the man said: "To dig I am not able. To beg I am ashamed. I know what I will do." And then, of course, he brought in the debtors one by one and cut down their debts.

What do we do in the accrediting activity in the face of criticism? I want to report to you as your President during this past year on some steps that have already been taken by the Trustees of our Association. They took to heart that description "to dig we are not able and to beg we are ashamed."

Therefore, to improve what they're doing, their stewardship of our Association, the Trustees have established two committees, one to look at our Association from a management point of view — not from the point of view of the professional activity of accreditation, but from a point of view of managerial efficiency and economy.

That group has completed its work under the chairmanship of Mr. William Mobraaten, Public Member of the Board of Trustees and President of the Bell Telephone Company of Pennsylvania. The report of that committee will now be given to the other committee established by the Board, the Committee on Structure, which is charged with reviewing the method by which our Association and its Commissions and Assembly provide services to our constituent members.

---

**Bishop Francis B. Schulte is Moderator of the Education Department of the Pennsylvania Catholic Conference. He has served two terms on the Association's Board of Trustees and was elected Second Vice President in 1978.**

---

This second action could have far-reaching effects on the Middle States Association. The Committee will be looking at the commission structure, particularly as it serves schools: elementary schools, the newest constituency within our Association, and secondary schools. However, the Committee on Structure will also be looking at the functioning of the total Association.

This committee has been charged by your President with having a report with recommendations by the spring meeting of the Board of Trustees. The reason for this is that if the Board is disposed to propose changes that require amendments to the bylaws of the Association, then notice must be given and proper documentation prepared and distributed well in advance of the 1982 convention. That is the reason why we have requested that this Committee on Structure come in at an early date with its report.

I have a rather sad assignment now t[illegible]ill. This has been a good year in many ways for Middle States. However, [illegible]o significant ways we have been diminished this year. We will be losing two of the stalwarts of the professional staff. We are going to have to bid a sad farewell to our Executive Director of the Association for these 17 years, Mr. Calvin Crawford.

Cal has served us well and faithfully during a critical period of the Association. He saw us through our own self-study, the Arthur D. Little Study, back in the early '70s, and he has been a most effective support not only to the Trustees but particularly to the Presidents that he has served in succession over these past 17 years.

Cal is going to a very important new position. He will become the Director of the Middle States Regional Office of The College Board. We do not like to say he is moving up because we can't imagine leaving our staff as being moving up. He is, however, not moving too far geographically. Therefore, he has agreed, at the request of our Executive Committee, to continue to be available to the leadership of our Association during this period of self-study of the structure of the Association. We will be relying upon what help he can give, but as of January 15 Mr. Crawford will assume his new position. We're sorry to see him go, but also very proud to have worked with him.

At this time I would like to invite Cal to come here to the rostrum so that I may present him with a plaque of our Association, indicating our recognition of a job well done and also as a sign of our continuing professional association and personal friendship.

(Applause)

## Report of the Executive Director

CALVIN L. CRAWFORD

In his remarks at yesterday's opening session and again today the President of the Association, Bishop Schulte, has laid out the circumstances which combine to make the next few months a critical period in the development of the Association. The elected officers, trustees, and commissioners will require the insightful support of the membership as they work to resolve the issues at hand.

Rather than elaborate on this theme, however, which I am sure will be reflected in the reports which follow, I do want to take this occasion, which is a special one for me, to acknowledge the present-day contributions to the Association of a number of individuals which are as well, mirror images to that which has gone before.

I take particular satisfaction and pride in the achievements of the Committee on School and College Relations over the years. Chairman-elect John Moser, Chairman Sally Higgins, and Past Chairman Mike Reynolds are with us today. I look forward indeed to continuing my relationship to that committee, albeit from a different perspective.

Certainly one of the highs of my tenure has been the development of the Assembly of Elementary Schools and I want to thank that hearty and exasperating band under the leadership of Elinor Ford and John Stoops for their dedication, tenacity, and the greening of the accreditation process.

I also want to thank Courts Oulahan, the Association's counsel, who taught me and Marjorie Webster all we ever wanted to know about antitrust law.

And, of course, the line of Presidents of the Association who gave so generously of their time and talent and is represented here by President Schulte, President-elect Bassin, Past President Morson, and former Presidents Sabo and Lawrence.

Finally, to those who made it all possible, the staff of the Association office — Bea Wardlow, the Business Manager; Lorna Neysmith, Jean Payne, Henrietta Noll, Aida Cebollero, Ricci Dichter, and John Fitzpatrick.

**Calvin L. Crawford is the Executive Director of the Middle States Association.**

I would like to direct your attention to the sheet containing the financial information for the year which ended June 30, 1981 and which was in your packet of materials distributed as you arrived for these sessions.

The balance sheet is shown at the top of the first page and disclosed that the Association was solvent as of June 30. You will note that the contingency reserve stood at $400,000, that there was a $47,000 income stabilization fund, and that there was $498,000 in unrestricted fund balances. This represents approximately one-third of the annual expenditures of the Association. It is not as large an unrestricted fund balance as we might wish. There are those who would say that a voluntary organization of this type should strive to have fund balances equal to about one year's annual cost. We are not at that level.

I call your attention next to the statement of revenues and expenses at the bottom of the first page. You will note that revenues were $1,341,000 and expenses $1,523,000, and thus we had an excess of expenses over income of $182,000, reducing the fund balances from $680,000 as of June 30, 1980 to the $498,000 as of June 30, 1981, to which I just referred. That sounds horrendous. Not so. It was budgeted. 1980-81 was the last year of a budget and dues cycle which was designed to take income in the early years of the dues cycle in order to fund deficits in the latter years of the dues cycle.

The budget for 1980-81 called for $240,000 in expenditures in excess of income. Thus the deficit was actually $58,000 less than had been budgeted. I refer you to the data on the reverse of that sheet for a breakdown of expenditures by commission, assembly, and line items.

The news, then, for 1980-81 was relatively good, but it was not all good news. The Assembly did not meet the income estimate by over 50%. It has shown substantial progress, but the progress has not been as rapid as we had hoped.

I would like to comment just briefly on the current year, 1981-82. At the end of four months that was on budget, although, again, the Assembly was below estimate on income.

This first year of the new dues cycle does indeed seem to be producing enough income to avoid a deficit in 1981-82, and that is good news.

On behalf of the Finance Committee I move acceptance of this report.

(The motion was put to a vote and carried.)

---

**John F. Zeller III is Vice President for Administration and Finance and General Counsel at Bucknell University in Lewisburg, Pennsylvania. He was elected to the Association's Board of Trustees in December 1979.**

## AUDITOR'S REPORT

To the Board of Trustees
Middle States Association of
Colleges and Schools
Philadelphia, Pennsylvania

*We have examined the balance sheet of Middle States Association of Colleges and Schools (a non-profit association) as of June 30, 1981, and the related statement of revenues, expenses and fund balances, and schedules of unrestricted revenues and functional expenses for the year then ended. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.*

*In our opinion, the financial statements mentioned above present fairly the financial position of Middle States Association of Colleges and Schools at June 30, 1980 and the results of its operations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.*

SAMUEL M. FISHER AND COMPANY
Philadelphia, Pennsylvania
September 24, 1981

## MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

BALANCE SHEET
June 30, 1981

**ASSETS**

| | | |
|---|---|---|
| UNRESTRICTED ASSETS | | |
| Cash (including certificates of deposit, commercial paper and savings accounts of $820,230) | 824,419 | |
| Interest fees and receivable | 25,326 | |
| Reimbursables receivable | 83,389 | |
| Prepaid expenses | 3,451 | |
| | | 936,585 |
| RESTRICTED CASH (Note 2) | | 6,206 |

| | | |
|---|---|---|
| PROPERTY AND EQUIPMENT, at cost | | |
| Leasehold improvements | 24,378 | |
| Furniture and equipment | 66,832 | |
| | 91,210 | |
| Less accumulated amortization and depreciation | (40,488) | |
| | | 50,722 |
| | | 993,513 |
| **LIABILITIES AND FUND BALANCES** | | |
| UNRESTRICTED LIABILITIES | | |
| Accrued expenses | 18,002 | |
| Annuities withheld | 5,071 | |
| Deferred membership dues | 466,050 | |
| | | 489,123 |
| FUND BALANCE | | |
| Unrestricted (Note 5): | | |
| Appropriated for: | | |
| Contingency reserve | 400,000 | |
| Income stabilization | 47,462 | |
| Property and equipment | 50,722 | |
| | 498,184 | |
| Restricted (Note 2) | 6,206 | |
| | | 504,390 |
| | | 993,513 |

## STATEMENT OF REVENUES AND EXPENSES, AND CHANGES IN FUND BALANCES

Year Ended June 30, 1981

| | | |
|---|---|---|
| Unrestricted: | | |
| Revenues: | | |
| Dues | 979,425 | |
| Fees | 39,448 | |
| Publications | 9,849 | |
| Interest income | 88,886 | |
| Honoraria and travel cost (reimbursed) | 223,610 | |
| | | 1,341,218 |

| | | |
|---|---|---|
| Expenses (Functional—Notes 3 and 4): | | |
| Commission on Secondary Schools | 477,953 | |
| Commission on Higher Education | 468,705 | |
| Assembly of Elementary Schools | 117,799 | |
| Association Office | 235,312 | |
| Total functional expenditures | 1,299,769 | |
| Honoraria and travel costs (reimbursable) | 223,610 | |
| | | 1,523,379 |
| Excess of expenses over revenues | | (182,161) |
| Fund balance, July 1, 1980 | | 680,345 |
| Fund balance, June 30, 1981 | | 498,184 |
| Restricted (Note 2): | | |
| Revenues: | | |
| Grants | 16,960 | |
| Expenses: | 13,886 | |
| Excess of revenues over expenses | 3,074 | |
| Fund balance, July 1, 1980 | 3,132 | |
| Fund balance, June 30, 1981 | 6,206 | |

## NOTES TO FINANCIAL STATEMENTS

### Note 1. Summary of Accounting Policies

The Association is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code.

The accompanying financial statements are prepared on the accrual basis of accounting.

Property and equipment are recorded at cost and depreciated on the straight-line method over the estimated useful lives of the assets, which are 10 years for leasehold improvements and 8 years for furniture and equipment.

The membership year corresponds to the Association's fiscal year. Dues received in advance are deferred and recorded as revenue during the subsequent membership year.

### Note 2. Restricted Balances

The Association has received restricted grants from the National Study of School Evaluation and the U.S. State Department (Overseas). These grants require the Association to manage and account for the funds separately and return all funds not expended at the completion of the projects.

**Note 3. Leases**

The Association leases its facilities in Philadelphia under an agreement expiring in December, 1986 which provides for a minimum annual rental of approximately $54,000. In addition, a proportional share of building operating costs is assessed annually. Rent expense for the year ended June 30, 1981 was $78,007 and is included in the functional expenses.

**Note 4. Retirement Plan**

The Association participates in the TIAA-CREF Educational Retirement Plan which is a contributory plan covering all employees. Professional and administrative personnel can participate in the plan immediately whereas secretarial and clerical personnel, at their option, can participate in the plan after continuous employment for one year, or two years if under 25 years of age. Under the plan, all personnel vest immediately in all benefits purchased; the Association contributes an amount equal to 10% of the employee's basic salary and the employee may contribute from 5% to the limit set by the Internal Revenue Service, based upon a longevity formula.

Contributions charged to operations for the fiscal year ended June 30, 1981 aggregated $64,103. The plan is in compliance with the requirements of the Employee Retirement Income Security Act of 1974.

**Note 5. Unrestricted Fund**

The Board of Trustees has authorized the appropriation from the unrestricted fund as follows:

Contingency reserve — balance of $400,000 (Board authorized a reduction from $500,000 at June 30, 1980)

Property and equipment — equal to the net book value of property and equipment

Income stabilization — equal to the remaining balance of the unrestricted fund

In one's professional career one has many moments that one is very grateful for, and I stand here as somebody who is bidding adieu to the Middle States Association today and in doing that I have to say that I think of that old Chinese curse: "May you have an interesting life." Let me tell you that that's what we've had at Middle States — an interesting life.

I would like to say, building upon the remarks that Cal gave us before, that we were rather at times, he very generously said, an exasperating group in our tenaciousness. I would like to say that this has been the most exciting thing that I've done in my professional career, to have had some small part in bringing the elementary schools into the body of this Middle States Association, to join in the accreditation process with the secondary schools and higher education.

I would like to take a moment to share with you the names of those people who were part of this exasperating and tenacious group. They start with our friend over here, Bishop Schulte; then Barbara Frey, Jerry Olson, Frank Thomas, Msgr. Tracy, and Louise Brennen. I think they should all be part of the group that everybody understands began this Elementary Assembly.

I would also like to announce that the Executive Committee has nominated, for submission to the Board of Trustees, Jerry Olson to be the Chairperson-elect. Jerry was the former Superintendent of Public Schools in Pittsburgh. He is presently the Director of Vocational Education for the State of Pennsylvania, but, more importantly, he is one of the founding persons of the Assembly.

How has the Assembly flourished? In four years we now have 550 members, with 133 of these schools having been accredited already. This year alone there will be 130 evaluations of schools going on.

Let me give you an illustration of the kind of things we are doing in order to bring the Assembly of Elementary Schools membership to where the 95-year old membership of Higher Education and Secondary Education is. Recently under the direction of Dr. Len DeFiore and Sister Christopher the 76 Catholic schools of the Archdiocese of Washington, D.C. came as a total group into Assembly membership.

To help on the financial side we are also increasing the number of publications which our prolific director, Dr. John Stoops, turns out at a rate that would please any university president sitting here. You never have to worry. John Stoops will never perish because he always publishes.

In addition to that we would like to share with the people here in higher education that we also have in several colleges and universities a university practicum for

---

**Elinor R. Ford is Professor of Educational Policy and Administration at Fordham University at Lincoln Center in New York City. She has been a member of the Association's Board of Trustees since 1975.**

which credit is given in order to train elementary personnel in the area of elementary accreditation.

Finally, and most recently, we have had tremendous success with workshops that we have been running on computer literacy. There has been standing room only at these workshops, which have been sponsored, again, with Dr. Hoffman and Dr. Stoops, in order to bring the elementary assembly as quickly as possible into full standing — full standing both in terms of membership and full standing in terms of financial viability.

Before I turn this over to our marvelous director, Dr. John Stoops, I would like to conclude by saying that I am glad there was a Chinese curse "may you have an interesting life" because my tenure at Middle States has been fantastic. I hope that the elementary schools will very soon demonstrate what they can do to support the tremendous work of higher education and secondary education.

PRESIDENT SCHULTE:

I want to present on behalf of the Association a memento of our appreciation and affection to Dr. Ford. Elinor is now completing two terms on the Board of Trustees and is leaving that particular position. We anticipate she will continue as a member of the Executive Committee of the Elementary Assembly. She has given forth-right, determined, effective, articulate, exasperating leadership to that Assembly, as she has done in a number of other positions over the past few years.

In the name of the Association, Dr. Ford, I present this to you with our gratitude, appreciation, and affection. (Applause)

## Summary of Action by the Assembly of Elementary Schools, January-December 1981

JOHN A. STOOPS

I want to add my own words of tribute to Professor Ford. Our association has been one that has been very rewarding for me and very productive, I think, for our profession. It is not going to end. We have other plans. It is merely entering a new phase. But her chairmanship of the Assembly of Elementary Schools from its inception to this moment has been creative, energetic, and very, very effective.

In previous years I've used the few moments given to me before this audience to remind my colleagues in secondary education and higher education of the importance of elementary schools. No concept of the success of American education can omit the importance of good elementary education. The continuum of 16 years covered by the conventional American education includes at least half of those years or one-third of those years in elementary schools, and I rejoiced in the mission of uniting the one-half of the profession that gives itself to secondary education and higher education with the other half of the profession which starts our students along that continuum.

But I wasn't going to do that today because I look out in this audience and at last begin to see a substantial number of elementary school members. As Professor Ford indicated, there are now 133 of us and the number is growing. In the months ahead, during the spring of 1982, we will have evaluation teams in 100 unit schools. This is the most formidable challenge that has yet faced the Assembly of Elementary Schools. That we do this well is important, and so what I want to say to you, my colleagues in elementary education who are newly part of this Association, is that we must summon our professional energies and perform this task with effectiveness and with quality.

One of the major enterprises in this is to complete the evaluation of the 57 elementary schools of the City of Pittsburgh. In this we will deploy more than 150 evaluators, probably an enterprise of the size and scope never before undertaken by any group within the Middle States Association. We go about this task with invention, enthusiasm and just a little bit of nervousness, but supremely confident that we will come out of this with a model that will take us into other cities in the very near future.

### NEWLY ACCREDITED SCHOOLS

**Archdiocese of Baltimore, Maryland**

- **Cathedral School of Mary Our Queen, Baltimore**
- **Mother Seton Elementary School, Emmitsburg**
- **Our Lady of Fatima School, Baltimore**
- **Saint Anthony of Padua School, Baltimore**
- **Saint Clement School, Lansdowne**
- **Saint Michael's School — Overlea, Baltimore**

**John A. Stoops is Executive Director of the Assembly of Elementary Schools.**

Saint Rita's School, Dundalk
Shrine of the Sacred Heart School, Baltimore
Archdiocese of Philadelphia, Pennsylvania
Ancillae-Assumpta Academy, Wyncote
Grey Nun Academy, Yardley
Nazareth Academy Grade School, Philadelphia
Saint Alphonsus School, Maple Glen
Saint Andrew School, Drexel Hill
Saint Bonaventure School, Philadelphia
Saint Francis of Assisi School, Yardley
Saint Ignatius School, Yardley
Saints Simon & Jude School, West Chester
Villa Maria Academy, Immaculata
Archdiocese of Washington, D.C.
Saint Catherine Laboure School, Wheaton, Maryland
Bayport-Blue Point U.F. School District, New York
Sylvan Avenue School, Bayport
Berlin Brothersvalley School District, Pennsylvania
Berlin Brothersvalley Elementary School, Berlin
Chittenango Central School District, New York
Bolivar Road Elementary School, Chittenango
Bridgeport Elementary School, Bridgeport
Chittenango Station Elementary School, Chittenango
Lake Street Middle School, Chittenango
Diocese of Erie, Pennsylvania
Our Lady of Peace School, Erie
Saint Andrew School, Erie
Saint Catherine of Siena School, DuBois
Saint Mary's Parochial School, St. Marys
Franklin Regional School District, Pennsylvania
Delmont Elementary School, Delmont
Duff Elementary School, Export
Newlonsburg Elementary School, Murrysville
Sardis Elementary School, Murrysville
Sloan Elementary School, Murrysville
Marlboro Elementary Schools, New York
Marlboro Elementary School, Marlboro
Middle Hope Elementary School, Newburgh
Milton Elementary School, Milton
Northport-East Northport, U.F. School District, New York
Ocean Avenue School, Northport
Overseas Elementary Schools
American School of Milan, Milan, Italy
Hill House Montessori School
Saudi Arabian International School of Jeddah (Parents' Cooperative School)
Saudi Arabian International School of Jeddah (North Campus School)
Saudi Arabian International School of Tabuk
The Peck School, Morristown, New Jersey
Saudi Arabian International Schools, Saudi Arabia
Abqaiq Academy
Al Batin Academy
Asir Academy
Dhahran Elementary Academy

Dhahran Junior High Academy
Jubail Academy
Rahima Academy
Taif Academy
Southampton Public School District, New York
Southampton Elementary School, Southampton
State University College at Buffalo, New York
College Learning Laboratory, Buffalo
Upper Darby School District, Pennsylvania
Aronimink Elementary School, Drexel Hill
Bywood Elementary School, Upper Darby
Garrettford Elementary School, Drexel Hill
Highland Park Elementary School, Upper Darby
Hillcrest Elementary School, Drexel Hill
Stonehurst Hills Elementary School, Upper Darby
Westbrook Park Elementary School, Clifton Heights
West Point Elementary Schools, West Point, New York

NEWLY CERTIFIED SCHOOLS

Archdiocese of Baltimore, Maryland
Our Lady of Victory School, Baltimore
Saint John School, Westminster
Archdiocese of Philadelphia, Pennsylvania
All Saints' Elementary School, Philadelphia
Holy Family School, Philadelphia
Our Lady of Mount Carmel School, Philadelphia
Saint Anastasia School, Newtown Square
Saint Bartholomew School, Philadelphia
Saint Gabriel School, Norwood
Saint Michael the Archangel School, Levittown
Waldron Academy, Merion Station
Berkeley Institute, Brooklyn, New York
Boys' Latin School, Baltimore, Maryland
City School District of Port Jervis, New York
Anna S. Kuhl Elementary School, Port Jervis
Sullivan Avenue Elementary School, Port Jervis
Diocese of Erie, Pennsylvania
Saint Boniface School, Erie
Fleetwood Elementary Schools, Pennsylvania
Andrew Maier Elementary School, Blandon
Fleetwood Elementary School, Fleetwood
Richmond Elementary School, Fleetwood
Galloway Township Public Schools, New Jersey
Arthur Rann Middle School, Absecon
Cologne Elementary School, Cologne
Oceanville Elementary School, Oceanville
Pomona Elementary School, Pomona
South Egg Harbor Elementary School, South Egg Harbor
Immaculate Conception Elementary School, Bronx, New York
Overseas Elementary Schools
The American School of Kuwait, Hawalli, Kuwait

## Report of the Commission on Secondary Schools

ODETTE D. HARRIS

No one told me that I would have the task as Chairman of the Commission on Secondary Schools to sign my name so frequently. Of course, I don't mind doing that. Other concerns of the Commission have been efficiently handled by the Executive Director as well as the staff members who handled the more than 200 evaluations that take place within any academic year — setting up teams for evaluations, selecting chairmen. So much has been going on.

We are very happy to report that our membership is not going down despite the number who have disaffiliated with Middle States. It is continuing to grow and as of September 1, 1981 we have had a net gain of 212 members over the past decade.

I feel it is fair and also in keeping with intelligent actions to share with you why certain member schools have disaffiliated themselves with Middle States. We will find that there have been schools that no longer exist because of mergers with other schools. We have school systems or individual schools in systems who have reorganized or relocated and therefore disaffiliation was the result.

We are proud to note since we are on trial at this annual meeting that we as a Commission by our own action have disaffiliated three member schools. We have had schools close because of shrinking enrollments, because of Board of Education decisions related to austerity budgets.

I would like our constituency to recognize when we look at this picture that we have not lost members because we are doing a poor job, but that there are other factors over which we have no control which cause a school to withdraw from Middle States.

We do believe that a look at ourselves by our peers is a very healthy enterprise and endeavor. Those of us who are working in the field of education should know what to look for when we visit. It also provides our evaluators an opportunity to grow themselves professionally, also to lift their spirits. So often when we become insulated we suddenly find periods of depression setting in, but when we go out among our other colleagues it helps to revitalize us to find that others too are struggling with problems in order to bring about quality in education.

That has been the work of the past year. I want to express publicly that I feel it has been indeed an honor for me to have had the opportunity to serve as Chairman and to sit with other members and branches of the Middle States Association, namely, the Commission on Higher Education, the Middle States Association officers themselves, and the Assembly of Elementary Schools. All of the interaction has been very, very stimulating. It keeps me going and the blood flowing and says that you don't give up, that you continue fighting for what you believe in.

The annual meeting this year of 1981 brings with it a bit of sadness because we

---

**Odette D. Harris is principal of William Penn High School in Philadelphia, Pennsylvania. She has been a member of the Association's Commission on Secondary Schools since 1976 and has served as its chairperson for the past year.**

are saying goodby to a number of people, one of whom I've worked with very, very closely; another who has already been recognized and with whom I've worked closely and have learned to admire his organizational skills, his calmness that he exhibits — and now he's taking all of those qualities to The College Board. That is sad, that one is leaving, but then I come to our Executive Director, William H. Etsweiler, Jr. He too has given a long length of service to the Middle States Association.

We have a prophet who stated that the truly great man is he who would master no one and who would be mastered by no one, and I feel that epitomizes Bill Etsweiler. In my relationships with him not once has he tried to exert force in order to bring someone under control, and as I observed him working with others not once did I sense that he was trying to master someone else.

We have leaving us truly a great man who has given much to Middle States, who will be able to leave as part of his record that 43 chairmen are available for immediate service for evaluating teams, that under his tenure he has seen chairmen recognized for serving 17 times or 15 times or 10 times and as high as 27 times as a chairman — which is a testimony to his ability to work with people in order to bring about some tenure. If he were a bad boss I am certain they would say to him when he would call and ask for their voluntary service, "No, I don't want the job." But he has been able to build a reservoir of chairmen who are willing at all times to serve Middle States Association, and that is a tribute to him.

When he took over the office there were few member schools, but he will now leave that office with a legacy that we cherish.

Also, at this time I would like to share with the body gathered that we lost another quality gentleman to another phase of life just recently, and that is a former chairman, O. Meredith Parry, who is now deceased but also will be remembered for his integrity, the stature that he brought to the Commission on Secondary Schools.

I thought it was fitting to pay tribute and respect to Bill at this time and to know that we will always remember him fondly and with great respect as an educator, a true professional who constantly sought ways to improve the situation.

PRESIDENT SCHULTE: I want to associate the sentiments of the Trustees of the Association with those eloquently expressed by Mr. Harris and at this time I would like to invite Dr. Etsweiler to come to the rostrum.

In recognition of your years of service to the Secondary Commission and the Association, Bill, I want you to have this plaque, the official plaque of the Association, with our appreciation, gratitude, and personal affection.

(Applause)

**Summary of Action by the Commission on Secondary Schools, January-December 1981**

**WILLIAM H. ETSWEILER, JR.**

Bishop Schulte, persons on the platform, and members and friends of Middle States: My mother likes to tell the anecdote that when I was a very small child she would look at the soles of my feet and ask how far are those little feet going to travel. I can't give her an exact figure on the miles I've traveled in my lifetime, but I know that in the years I've worked with the Middle States Association I have traveled an average of over 50,000 per year.

Where have these travels taken me and for what purpose? Of course, they have taken me many places: the Himalaya Mountains of Northern India, the barren lands of Afghanistan, the bustling streets of Iran, the jungles of South America, the romantic islands of Crete and Hawaii. But they have also taken me to the diverse locations of the Middle States area such as the crowded inner cities, sophisticated suburbs, quaint country towns, and remote woodland areas.

And the purpose? The purpose has always been the same. Someone had sent a call to Middle States to seek help in improving the secondary school and I was responding for the Middle States Association. For each school, regardless of location, the door had been open to a process called evaluation which leads to accreditation. The school had felt a need and Middle States had responded, but it was you who cooperated with the Middle States office who really responded to the charge.

My purpose in addressing you today is to extend my personal thanks to all of you for the efforts you have contributed to make the Middle States Association the strong institution it is today. Members of evaluating teams give their time, talents, and expertise without remuneration for one purpose: to help improve schools. Chairmen of evaluating teams have served as evaluators many times and have attended in-service workshops to help prepare them for leadership responsibilities in order to better facilitate more productive and efficient evaluations.

Their responsibilities entail many extra hours of work for preparing and submitting succinct reports that will encourage and help direct member and candidate schools to continue with their efforts in making their schools better places of learning. I remember sitting with a group of these chairmen and the subject of payment for services rendered was mentioned, to which one chairman immediately replied: "When that day comes I quit." Those people like the time spent working with a team of evaluators which is in itself a valuable educational experience for them.

The commissioners who have served the Middle States Association during my term are a special breed of educators. They hold regular meetings on Friday nights, Saturdays, and Sundays — gratis. This practice of working on weekends has been established so that they do not need to infringe upon the time they spend performing their regular duties at their respective schools.

**William H. Etsweiler, Jr. is Executive Director of the Commission on Secondary Schools.**

How can it be said that educators are not dedicated today? What other profession follows such practices?

To the five educational leaders under whose chairmanship I have served — Al Oliver, Meredith Parry, Archie Jordan, Tom Bradshaw, and currently Odette Harris — a special debt of gratitude for their wise counsel and unfailing dedication.

Of course, all of you people working for the Commission are set into motion by the Secondary School staff which is dedicated and committed to promulgating and executing the policies developed by the Commission, approved by the Board of Trustees, and accepted by the Middle States membership.

I extend my deepest sense of appreciation to Fred Aho, John Dixey, Carl Hensinger, and Ken Pierce. All of us on the office staff rely heavily on the competent secretaries — Anne, Shirley, Peggy, Lynn, and Donna — who must regulate their time and energies in response to a heavy and demanding workload that is constant and unrelenting. Their attitude has always been one of full cooperation, and I am most indebted to them for their supportive efforts.

To the Board of Trustees and to the 14 Presidents of the Association under whom I have served: I am appreciative of their concerns and particularly of their responses in answering to the needs of the member schools during the period of rapid growth in membership from 1,348 secondary schools in 1968 to more than 1,700 secondary schools in 1981.

During this segment in time responses to school needs have been established which include leadership training for chairmen after they have gained considerable in-service experience, regional seminars for member and candidate schools scheduled for evaluation, regional workshops designed to assist schools in preparing progress reports, and the assignment of professional staff members to specific school types in geographic areas served by the Association. These services to the membership have all been developed and expanded during the past decade. Publications to accompany these services have been devised and widely distributed.

Members of the Middle States Association work diligently to keep lines of communication open with its constituency; and, of course, the best form of communication is direct communication. It is here that my feet, about which my mother expressed her curiosity so long ago, have served me well in my travels for the purpose of making direct contact with the schools of our region.

Now these feet will soon take a new direction, but this mind will always carry a deep sense of appreciation and gratitude for the privilege of knowing and sharing ideas with people truly committed and dedicated to the noblest of professions.

In conclusion I would like to take this opportunity to thank my wife Sophia for the 39 years that she has sustained me as I have carried out my role as a secondary school teacher, guidance counselor, high school principal, college dean, and for the past 14 years Executive Director of the Commission on Secondary Schools of the Middle States Association. Her understanding and encouragement have supported me unfailingly through the years. As confidante, companion, and advisor she has contributed beyond measure, and I am acutely aware of the sacrifice she has been

called upon to make in terms of time, effort, and personal inconvenience. And now we look forward to a long and happy retirement.

As has been the custom with the Commission on Secondary Schools I would like to continue by reading to you the names of some 30 new schools that have come into membership this past year.

**Academia San Jorge, Santurce, Puerto Rico**
**American School of Milan, Milan, Italy**
**Bayport-Blue Point High School, Bayport, New York**
**Bishop Kenrick High School, Norristown, Pennsylvania**
**The Broadmeadow School Inc., Middletown, Delaware**
**Bucktail Area High School, Renovo, Pennsylvania**
**Buena Regional High School, Buena, New Jersey**
**Burnt Hills-Ballston Lake High School, Burnt Hills, New York**
**Chester Junior-Senior High School, Chester, New York**
**The Christian Academy, Media, Pennsylvania**
**Clarkstown Senior High School, West Nyack, New York**
**Cochranton Area High School, Cochranton, Pennsylvania**
**D.C. Street Academy, Inc., Washington, D.C.**
**Delran High School, Delran, New Jersey**
**Eleanor Roosevelt Senior High School, Greenbelt, Maryland**
**Haldane Central School, Cold Spring, New York**
**Immaculate Heart Central High School, Watertown, New York**
**James Wilson Young Junior High School, Bayport, New York**
**Manheim Township Middle School, Lancaster, Pennsylvania**
**Martin L. Mattei Junior High School, Pittston, Pennsylvania**
**Mineola High School, Garden City Park, New York**
**Model Secondary School for the Deaf, Washington, D.C.**
**Monroe Township High School, Jamesburg, New Jersey**
**Philadelphia Montgomery Christian Academy, Erdenheim, Pennsylvania**
**St. Alban's Middle School, Washington, D.C.**
**Southampton High School, Southampton, New York**
**Southampton Intermediate School, Southampton, New York**
**Southwestern High School, Baltimore, Maryland**
**The Stevens School, Philadelphia, Pennsylvania**
**Sugar Valley High School, Loganton, Pennsylvania**

## Report of the Commission on Higher Education

BRUCE DEARING

Our principal function for the Commission on Higher Education is to bring before you an item of business which will be presented by the Executive Director. In my few seconds I would like to give you a very short or small snapshot of some of the current concerns expressed in our recent meeting in which I hope we have been taking account of the issues and the circumstances so eloquently outlined by President McPherson from the podium this morning.

One of the items was examining the Commission's relationships to government in the states and at the federal level. We are seeking to find ways of being cooperative without being coopted, of being representative of our constituencies on matters such as institutional autonomy thoughtfully, persistently, insistently but without intransigence.

We received data from a recent study on the mushroom proliferation of MBA programs throughout our region and commissioned further studies in an effort to see what we can do to assure quality without at the same time inhibiting innovation, institutional responsiveness, or ingenuity, and institutional survival.

As a third item we have been much concerned about the off-campus programs, as has been one of the items in the indictment against accreditation. We received and commissioned further attention to study educational programs abroad and on military bases, and we have a staff associate who will be carrying out the latter venture.

We have also reexamined our policy with regard to the implications for accreditation of prolonged disruption or interruption of the educational program, whether by fiscal crises, job actions, or whatever, and we are undertaking in concert with the other commission and assembly to work through a statement that we can live with that will have meaning and at the same time will not be so flaccid as to be of no use to us.

**Bruce Dearing is University Professor of Humanities in Medicine at the Upstate Medical Center of the State University of New York in Syracuse. He has been a member of the Association's Commission on Higher Education since 1977 and has served as its chairperson for the past year.**

## Summary of Action by the Commission on Higher Education, January-December 1981

ROBERT KIRKWOOD

The Characteristics of Excellence, as you know, are the basic guidelines which the Commission uses for its evaluation and accrediting activities. I would like to outline very briefly the process we have followed in reaching this revision. We began the year with a stellar committee chaired by R. Lee Hornbake, the former Chairman of the Commission, which reviewed not only our document, but the guidelines and standards of all of the other regional accrediting commissions across the country.

Out of that study the committee prepared a revision which was presented to the Commission at its February 1981 meeting. Out of that meeting came further suggestions for change which were incorporated, and a draft was then sent to all the Higher Education members of the Middle States Association. Regional meetings were held in Philadelphia, Pittsburgh, and Rochester, to which over 80% of the membership came and were prepared by having studied the document to make substantive comments and suggestions.

Out of those regional meetings came further modifications which were incorporated in a next draft which was presented to the Commission at its June meeting. Again, some minor modifications were made and the document was then submitted to the Board of Trustees of the Association in October for its approval.

Yesterday we had the open forum of the Commission and provided one final opportunity for further comment and suggestion on the document before presenting it to you for approval this morning.

I would like to call your attention to two or three items which were suggested yesterday and note that they make some improvement on the overall document.

On page 4 there is one area where a suggestion was made which after considering I may ask you again to decide how you want to move on this. In paragraph 3 on page 4, which begins "Hence, institutions may hold to particular political, social, or religious philosophies as may individual faculty members or students," the recommendation yesterday was that we delete "political" and we then decided that it might be better to delete "political, social or religious." On second thought, however, that tends to reduce the statement to one of virtual meaninglessness because many institutions do have the freedom to express themselves on political questions.

For example, many institutions have expressed themselves on the holding of stock in South Africa. Others have taken positions with respect to nuclear weapons, and so on. These may be from one perspective moral questions, but they are also political questions.

So I would ask again for a show of hands whether we should delete those three terms or leave them as they are. How many would recommend deleting "political, social, or religious"?

**Robert Kirkwood is Executive Director of the Commission on Higher Education**

How many would prefer to leave them in?

It's overwhelming to leave them as they are.

Now please turn to page 9. At the top of that page is the sentence: "One is whether their qualifications and motivations are compatible with the institution's objectives." A question was raised about the word "motivations." It is suggested that we replace "motivations" with "interests," and it would read then: "One is whether their qualifications and interests are compatible with the institution's objectives."

Is there any objection to that change? There seems not to be.

Now please move down on that same page to the fourth line of the first paragraph under "Student Services." Although this whole section is dealing with the subject of counseling of students, there was some feeling that the word "counseling" should appear, that "advisement" and "counseling" are not necessarily the same thing. So the recommendation is to add the word "counseling" after "advisement," and it would now read: "A program of student services should be concerned with advisement, counseling, discipline" etc.

Is there any objection to that addition? There seems not to be.

Now please turn to page 15. In the second paragraph under "Planning, Budgeting, and Accounting," the fourth line from the bottom of that second paragraph, you see the statement "checked for accuracy and considered by a budget committee in terms of institutional resources" etc. The suggestion was to change that to "an appropriate committee in terms of" ect., because some institutions may not necessarily have a committee known as the Budget Committee even though it may have the responsibility. So the word "appropriate" would cover that contingency.

Finally, on page 18, there was a feeling that this statement on "Innovation and Experimentation" was in effect an expection of the Commission; that unless an institution was innovative and experimental it might not achieve accreditation. So, if you will, please, in the second sentence of the paragraph under "Innovation and Experimentation" if you would agree to add "The Commission on Higher Education supports no particular theories or styles of education or organization; neither does it prescribe specific rules or formulas, nor endorse innovation or experimentation for its own sake." That would make clear that we are not just urging this kind of exercise merely for the sake of the exercise.

Is there any objection to that being included?

MEMBER: Should it be "for their own sake"?

DR. KIRKWOOD: We'll be sure of the grammar being correct.

Are there any other comments or questions about the proposed changes in the Characteristics? The major change that I do want to point out is that you will find now very explicit and up-front a statement on institutional integrity. There was expressed in all of the regional meetings and there has been expressed in many different forums over the past two or three years a growing concern about the importance of institutional integrity to the success and effectiveness of the accrediting process, and obviously also to the success and effectiveness of education.

SISTER MARY LOUISE SULLIVAN: I am President of Cabrini College, in Radnor, Pennsylvania.

On pages 12 and 13 there are two minor things that caught my attention. On page 12 under "Organization and Administration," in the fourth paragraph, the last phrase of the last line — I wonder if you had in mind perhaps those institutions that have no need to raise money. It sounded a bit naive under the role of the President to say "and to represent the institution before the public, which may include helping the Board to raise financial and other support." Many search committees place this as the first requisite. I would suggest "which generally includes." Is there a reason why you have it that way, saying "may include"? It always seems to include fund raising. Perhaps in some of the state institutions it's not direct fund raising, but other support would be lobbying with legislatures.

DR. KIRKWOOD: I would have no objection. "Which includes" would cover what you are suggesting?

SISTER MARY LOUISE SULLIVAN: Yes. And then on page 13, under "Governing Board," line 7, you are speaking about the Board "operating always as a collective body is entrusted with the institution's property and assets." Perhaps the way you're using the word "entrusted" raised my question, but I would think it's entrusted with the maintenance and development or entrusted with the stewardship of the institution's property and assets, particularly in a religious institution where there is another group that maintains the ownership and control of the property. It is not the Board that really has full trust in that regard.

DR. KIRKWOOD: You can say "is entrusted with the stewardship of the institution's property and assets" or you could say "is entrusted with the administration of the institution's property and assets."

SISTER MARY LOUISE SULLIVAN: Either would satisfy me.

DR. KIRKWOOD: How many prefer "administration"?

There seems to be no strong preference. "Stewardship" sounds good, so we'll use that.

MEMBER: For most Boards of Trustees, however, there is a legal liability and accountability which they cannot escape, so it would have to be a fairly strong term. There are some cases on record where Trustees have indeed been held personally liable for wasting of assets.

DR. KIRKWOOD: We're well aware of that and actually this statement was developed in consultation with the Association of Governing Boards, and thus reflects some of their concerns.

If there are no other comments or suggestions, I would ask Bruce Dearing to move the adoption of this statement as the statement of "Standards for Accreditation and Characteristics of Excellence in Higher Education" in the Middle States Association.

MR. DEARING: I move the adoption of this statement as amended.

(The motion was put to a vote and carried.)

## NEWLY ACCREDITED INSTITUTIONS

* **Albany College of Pharmacy of Union University, Albany, New York**
**Combs College of Music, Philadelphia, Pennsylvania**
**Erie Community College:**
**City Campus, Buffalo, New York**
**South Campus, Orchard Park, New York**
**Hudson County Community College, Jersey City, New Jersey**
**Richmond College, Surrey, England**
**Strayer College, Washington, D.C.**
**Suffolk County Community College:**
**Western Campus, Brentwood, New York**

* *Formerly accredited as part of Union University*

## ACCREDITATION REAFFIRMED

**Barnard College, New York, New York**
**Bowie State College, Bowie, Maryland**
**Capitol Institute of Technology, Kensington, Maryland**
**Caribbean University College, Bayamon, Puerto Rico**
**Carlow College, Pittsburgh, Pennsylvania**
**Cazenovia College, Cazenovia, New York**
**City University of New York:**
**Medgar Evers College, Brooklyn, New York**
**Columbia-Greene Community College, Hudson, New York**
**Cumberland County College, Vineland, New Jersey**
**Drexel University, Philadelphia, Pennsylvania**
**Essex County College, Newark, New Jersey**
**Gallaudet College, Washington, D.C.**
**Goldey Beacom College, Wilmington, Delaware**
**Hamilton College, Clinton, New York**
**Holy Family College, Philadelphia, Pennsylvania**
**Iona College, New Rochelle, New York**
**Jamestown Community College, Jamestown, New York**
**Lutheran Theological Seminary, Philadelphia, Pennsylvania**
**Lycoming College, Williamsport, Pennsylvania**
**Mannes College of Music, New York, New York**
**Mary Immaculate Seminary, Northampton, Pennsylvania**
**Middlesex County College, Edison, New Jersey**
**New York Institute of Technology, Old Westbury, New York**
**Point Park College, Pittsburgh, Pennsylvania**
**Pratt Institute, Brooklyn, New York**
**Ramapo College of New Jersey, Mahwah, New Jersey**
**Saint Mary's Seminary & University, Baltimore, Maryland**
**Seminary of the Immaculate Conception, Huntington, New York**
**Slippery Rock State College, Slippery Rock, Pennsylvania**
**State University of New York:**
**Center at Albany**
**Center at Binghamton**
**Maritime College, Bronx**
**College of Optometry, New York City**
**College at Old Westbury**

College of Arts & Science, Geneseo
College of Arts & Science, New Paltz
Agricultural & Technical College, Alfred
Agricultural & Technical College, Cobleskill
Agricultural & Technical College, Farmingdale
Stockton State College, Pomona, New Jersey
Thomas Jefferson University, Philadelphia, Pennsylvania
University of Delaware, Newark, Delaware
University of Maryland Eastern Shore, Princess Anne, Maryland
University of Pittsburgh, Pennsylvania
University of Puerto Rico:
    Medical Sciences Center, San Juan
    Bayamon Technological University College, Bayamon
    Aguadilla Regional College, Aguadilla
University of Rochester, Rochester, New York
Wesley Theological Seminary, Washington, D.C.
Westminster College, New Wilmington, Pennsylvania
Yeshiva University, New York, New York

## PERIODIC REVIEW REPORTS ACCEPTED AND ACCREDITATION REAFFIRMED

Adelphi University, Garden City, New York
Butler County Community College, Butler, Pennsylvania
Catonsville Community College, Catonsville, Maryland
City University of New York:
    Kingsborough Community College, Brooklyn
    Queens College, Flushing
College of St. Elizabeth, Convent Station, New Jersey
D'Youville College, Buffalo, New York
Frederick Community College, Frederick, Maryland
Genesee Community College, Batavia, New York
La Salle College, Philadelphia, Pennsylvania
Monroe Community College, Rochester, New York
Muhlenberg College, Allentown, Pennsylvania
Rider College, Lawrenceville, New Jersey
Rockland Community College, Suffern, New York
St. John's University, Jamaica, New York
Ulster County Community College, Stone Ridge, New York
West Chester State College, West Chester, Pennsylvania
Widener University, Chester, Pennsylvania

## REMOVED FROM ACCREDITED STATUS

Harriman College, Harriman, New York

## INITIAL CANDIDATE FOR ACCREDITATION STATUS GRANTED

Berkeley School, Garret Mountain Campus, Little Falls, New Jersey
Bramson ORT Technical Institute, New York, New York
Christian University College of the Americas
    (Universidad Cristiana de las Americas), Rio Piedras, Puerto Rico
College for Human Services, New York, New York

Corcoran School of Art, Washington, D.C.
Defense Intelligence School, Washington, D.C.
Erie Business Center, Erie, Pennsylvania
Five Towns College, Merrick, New York
University of Puerto Rico:
Colegio Regional de la Montana, Utuado, Puerto Rico

**REMOVED FROM CANDIDATE FOR ACCREDITATION STATUS**

Ponce College (former Universidad de Ponce), Ponce, Puerto Rico

**VOLUNTARY WITHDRAWAL FROM CANDIDATE FOR ACCREDITATION STATUS**

Culinary Institute of America, Hyde Park, New York

## Report of the Committee on School and College Relations

SALLY HIGGINS

During the past year the committee undertook a self-study of its purposes, structure, and activities. This year-long effort was conducted under the leadership of former committee chairperson Mike Reynolds. The study committee concluded its report as follows:

Articulation is too important to be left to chance. As membership articulation needs change, the committee needs to know where it can direct its attention most effectively. Although it has accomplished this at various times throughout its history, now would seem to be the time for an assessment of membership articulation needs, coupled with a plan of activities and a more formal internal structure. In the judgment of the study committee this would assist in a more rational approach in accomplishing the purpose of the committee and should result in a clearly perceived return on investment which can be evaluated periodically. The result should be improved service to the membership.

The study committee then made four recommendations:

1. That the Committee on School and College Relations assess the needs of its membership on issues related to articulation.
2. That the Committee on School and College Relations develop a plan for its activities against which its achievements can be measured.
3. That the Committee on School and College Relations develop a structure to carry out its activities.
4. That the Committee on School and College Relations be evaluated periodically, perhaps every three years, in terms of its achievements and estimated value of the committee in terms of the investment made by the Association.

The report of the study committee was unanimously accepted by the Committee on School and College Relations at its October meeting and then later endorsed by the Board of Trustees.

The first step taken in response to the study committee's recommendations has been the appointment of a needs assessment committee, chaired by Margaret Bol. Further, the membership of the Committee on School and College Relations has been expanded to include representatives of elementary education and vocational/technical education. Close attention will be given to maintaining a broad representative membership base.

Just one year ago at this meeting the committee sponsored the first of what was to become a series of eight study skill seminars which were conducted at Princeton University and in Washington, D.C. The final seminar of the series will be given as

**Sally Higgins is Director of Guidance at Seaford High School in Delaware. She has been a member of the Committee on School and College Relations since 1976 and has served as its Chairperson during the past two years.**

part of the general workshop activity tomorrow morning. We hope that the efforts can continue since the response has been so positive. Preliminary plans have emerged to train our own seminar leaders and to expand the topics covered to include study skills at specific grade levels — study skills in mathematics and study skills in college.

Finally, the committee is working cooperatively with our sister committee in the New England Association to develop the means by which a survey might be made of the higher education membership to determine the degree of importance attached to school accreditation in the transition of students from school to college. Similar studies have already been made by the North Central Association and the Southern Association.

None of all that we have accomplished this year could possibly have been done without the leadership that we have had from Cal Crawford. We will certainly miss him, but will hope that we will be working with him in our relationship with The College Board.

## Report of the Nominating Committee

J. HARRISON MORSON

President Schulte, friends, and colleagues: The Nominating Committee met and I was very pleased to have a very insightful and diligent committee, comprised of Roland P. Baldwin, Claude Casey, Elinor Ford, and Margaret Healey. We have prepared a slate of officers of the Association, Trustees, and Commissioners. You will find that presentation in your report of the Nominating Committee.

Nominations for officers of the Association, for a one-year term, are: Milton G. Bassin, President; Thomas J. Bradshaw, First Vice President; Rhoda M. Dorsey, Second Vice President; John F. Zeller, III, Treasurer; Bishop Francis B. Schulte, Immediate Past President.

The nominees for three-year terms to the Board of Trustees are: Leonard DeFiore, John C. Dunlap, C. William Huntley, Archie R. Jordan, Rev. John Owens.

The nominees to the Commission on Higher Education, for three-year terms, are: James A. Odom, Jr., Jerome M. Pollack, Richard D. Challener, Rose M. Channing, Edward V. Ellis, Eileen Kuhns.

The nominees to the Commission on Secondary Schools, for three-year terms, are: Tobyann Boonin, Paul M. Long, Rodman G. Pellett, Daisy Wallace Reaves, William Wallace Spence, Clay E. Givler, Charles Gunner, Jack H. Harrison, Brother Francis M. Ouellette, Msgr. Francis J. Taylor.

Mr. President, on behalf of the Nominating Committee I would like to move this slate of nominees.

PRESIDENT SCHULTE: Are there any nominations from the floor? (None)

Then we'll call for the vote on the recommendation of our Nominating Committee.

(The motion was put to a vote and carried.)

At this time I would like to invite back to the rostrum Mr. J. Harrison Morson. Harrison will be leaving the Trustees this year and also will be retiring from the group of officers.

In the name of a grateful association, Harrison, I give you this plaque as an expression of our appreciation, gratitude, and personal affection. (Applause)

MR. MORSON: I would certainly be remiss if I didn't take this opportunity to say to all of you that the privilege of serving both on the Board of Trustees and as an officer of the Association has really been of benefit to me much more than it has been in terms of contributions that I may have made to you. I have met wonderful people. I have received guidance and direction that is unmeasurable. I hope that I have in some small way been perhaps a needle or thorn in the sides of some deliberately. I think the organization needs to be moved, and if agitated it will move in a

---

**J. Harrison Morson is Dean of Student Affairs at Union College in Cranford, New Jersey. For several years Mr. Morson was a member of and chaired the Association's Committee on School and College Relations. He has been a member and officer of the Board of Trustees since 1977.**

---

positive direction.

We have before us an Association of quality of which we all have a great stake, and I hope that in some way I can continue that affiliation with the Association and I look forward to that.

I would at this time like to thank each of you personally if that were possible, but at least collectively let me say thank you for the opportunity to serve you in the capacity of an officer of the Association.

As we move into this coming year there are a number of situations that we will be facing. Bishop Schulte has already pointed out that we are moving in a review of the structure of the Association and, of course, this has immense ramifications for the future functioning of our Association. I would hope that next year at this time we will be before you with the recommendations that have been reviewed.

At the same time the topic of this particular convention — Accreditation on Trial — should also point out to us that while we know what our critics have been saying about the process we have not done a sufficient job in bringing our message to the public. The remarks of John McHugh in particular, a proselytizer, I feel offer a direction we must go.

We have a tendency to speak to each other. We have a tendency to be self-critical and to analyze what we are doing, and we are faced constantly with criticism from some well-meaning people and from some who are not so well-meaning, who are basically outside the education field; and unless we can bring the message of voluntary accreditation to the people in the areas from which we come we will find that at every convention we will be faced with a discussion of accreditation on trial.

And so I charge you individually and collectively to be the individuals who will speak out on what voluntary accreditation is, what it means to education on the elementary, secondary, and higher level; and also to challenge those critics who in many cases are not knowledgeable; and to write, to speak at public forums, and to be that large public of educators doing the job of educating on the subject of accreditation.

Finally, I would like to express my appreciation to Bishop Schulte, who has handled the presidency in a very, very compassionate, courteous, and proficient way. Difficulties which have arisen in our discussions he has ameliorated. He has formed consensus by permitting us to speak out our concerns. He is handing me a charge which I intend to carry out in the restructuring of the organization. I certainly look forward to his support as the Immediate Past President.

I would also like to pay my respects to Cal Crawford, who will be leaving the Association, as you know, but who will maintain a relationship with us. I know that as a new President I will desperately need that support.

I thank you for your support. I intend to work very hard for this Association, and I look forward to a good year ahead.

---

**Milton G. Bassin is President of York College of the City University of New York. He was a member of the Association's Commission on Higher Education from 1971 to 1980 and served as its chairperson from 1976 to 1980. He was elected First Vice President of the Association in 1980.**

*Charter and By-Laws*

*OF COLLEGES AND SCHOOLS*
May 27, 1966; May 28, 1976

THE UNIVERSITY OF THE STATE OF NEW YORK
EDUCATION DEPARTMENT

ABSOLUTE CHARTER OF
THE MIDDLE STATES ASSOCIATION
OF COLLEGES AND SECONDARY SCHOOLS★

This instrument witnesseth that the Board of Regents for and on behalf of the Education Department of the State of New York has granted this absolute charter

1. Incorporating Robert L. Amsden, Irene M. Davis, Calvert N. Ellis, Elwood C. Kastner, Albert E. Meder, Jr., Oliver W. Melchoir, Albert I. Oliver, Joseph J. Tarallo, K. Roald Bergethon, Justin E. Diny, Daniel Z. Gibson, John P. Lozo, J. Folwell Scull, Jr., Mary H. Carter, Wilson H. Elkins, Martin D. Jenkins, Charles Martin, Margaret Claydon (known in religion as Sister Margaret), and Wilfred J. Nash, and their associates and successors as an educational corporation under the corporate name of The Middle States Association of Colleges and Secondary Schools, to be located in the city, county and State of New York.

2. The purposes for which such corporation is to be formed, are to take over, carry on, and continue the affairs, property, obligations, contracts, and activities of the unincorporated association known as the Middle States Association of Colleges and Secondary Schools, and to pursue the general objectives of that association, to wit, to encourage the achievement of higher quality and to facilitate the development of better working relations among the higher institutions, secondary schools, and other educational agencies in the Middle States. Without limiting the generality of the foregoing, the purposes of the corporation include:
   a. To accredit institutions of higher education and of secondary education located within the Middle States area (the States of New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia) as well as those located outside of the continental United States as provided for in the bylaws of the corporation. It is understood that the process of evaluation and accreditation is itself intended to foster the development of a climate which will be a positive force in realizing the general purpose of the association as stated above;
   b. To initiate and sustain such research as may be consistent with the general purpose of the association; and

c. To provide an aegis under which representatives of secondary schools, institutions of higher education, and other education organizations may meet in the discussion of educational problems and in the common pursuit of solutions to these problems.

3. The persons named as incorporators shall constitute the first board of trustees. The board shall have power to adopt bylaws, including therein, provisions fixing the method of election and the term of office of trustees, and shall have power also, by vote of two-thirds of all the members of the board of trustees, to change the number of trustees, to be not more than 25 nor less than 5.

4. The corporation thereby created shall be a nonstock corporation organized and operated exclusively for educational purposes, and no part of its earnings or net income shall inure to the benefit of any individual, and no officer, member, or employee of the corporation shall receive or be entitled to receive any pecuniary profit from the operations thereof; except reasonable compensation for services.

5. The principal office of the corporation is to be located in the city, county and State of New York.

6. The Commissioner of Education is designated as the representative of the corporation upon whom process in any action or proceeding against it may be served.

*GRANTED May 27, 1966, by the Board of Regents for and on behalf of the State Education Department, executed under the seal of said Department and recorded therein. Number 9137*

Edgar. W. Couper *(signed)*
Chancellor

James E. Allen, Jr. *(signed)*
President of the University
and Commissioner of Education

★ Amendment to Charter granted May 28, 1976 by the Board of Regents changing the name of the Corporation to the Middle States Association of Colleges and Schools.

*THE MIDDLE STATES ASSOCIATION*
*OF COLLEGES AND SCHOOLS*
(Revised December 8, 1976)

## ARTICLE I: POWERS AND PURPOSES

The Middle States Association of Colleges and Schools, Inc. (hereinafter referred to as the "Association"), shall have such powers as are now or may be hereafter granted to corporations incorporated under the Education Law by the Regents of The University of the State of New York not inconsistent with the purposes set forth in the Charter of the Association.

The Association is a non-governmental, voluntary association of educational institutions in the Middle States area of the United States. The purposes of the Association are to encourage, advance, assist, and preserve the achievement of quality education in the Middle States area of the United States, in the public interest and in cooperation with all interested Federal, State, and private educational organizations, agencies, and institutions. Without limiting the generality of the foregoing, these purposes shall be effected by:

a. Evaluating and accrediting educational institutions within the States of New York, New Jersey, Pennsylvania, Delaware and Maryland; the District of Columbia; the Commonwealth of Puerto Rico, the Canal Zone and the Virgin Islands; and in other areas outside the continental United States in the case of institutions which may be related to institutions within the Middle States area or which may request accreditation by the Association.

b. Through the process of evaluation and accreditation, assisting member institutions in carrying out and improving the particular educational goals of each such institution.

c. Advancing the public interest in education in the Middle States area of the United States by cooperating with public and private agencies and organizations with responsibility in the field of education.

d. Facilitating and articulating the development of better relations between educational institutions and other governmental and private educational agencies within the Middle States area of the United States.

e. Initiating and sustaining such research as may be consistent with the purpose of this Association.

f. Defining, to the extent appropriate, a basic minimum level of educational effectiveness applicable to specific types of educational institutions.

g. Cooperating with other types of educational institutions within the Middle States area of the United States, to the end that the entire educational effort within the area shall be maintained and improved.

h. Organizing and encouraging the discussion and examination of educational problems by representatives of educational institutions and of public and private educational agencies.

i. Encouraging and promoting the common pursuit of solutions to educational problems throughout the United States, through its individual and organizational members and other public and educational agencies.

j. Speaking for the membership in appropriate private and public forums with respect to educational problems, without in any manner restricting the right of each institutional or organizational member of the Association to represent its own views in such forums.

## ARTICLE II: CONSTITUENCY

The constituency of the Association shall consist of educational institutions located in the States of Delaware, Maryland, New Jersey, New York, and Pennsylvania; the Commonwealth of Puerto Rico, the District of Columbia, the Canal Zone, and the Virgin Islands. Educational institutions located outside the continental United States may be received into membership upon accreditation by the appropriate Commission of the Association, subject to approval of such membership by the Board of Trustees with respect to the geographical location of any such institutions outside the continental United States.

## ARTICLE III: MEMBERSHIP

*Section 1: General*

The membership of the Association shall consist of three categories:

a. Institutional membership
b. Organizational membership, and
c. Honorary membership.

Only officially designated representatives of institutional members are eligible to vote at official meetings of the Association, although all representatives of any member may have the privilege of the floor.

The Association shall establish and maintain all regulations and conditions governing membership in the Association; however, there shall be no discrimination as to religion, race, or sex in according membership in, or the privileges of, the Association.

Decisions by the Association on questions not pertaining to its own membership or organization shall always be considered advisory, and

not mandatory, each institution preserving its own individuality and liberty of action upon all other subjects considered.

Membership of an institutional member shall cease whenever such member withdraws or is removed by the Board of Trustees from the accredited list upon recommendation of the appropriate Commission in accordance with Article IX of these By-Laws or for failure to pay the annual dues for two successive years. Membership of an organizational member shall cease whenever such member withdraws or is removed from membership by the Board of Trustees for cause or for failure to pay the annual dues of the Association for two successive years.

*Section 2: Institutional Membership*

Any educational institution accredited by a Commission or any unit of an educational institution which has been separately accredited by a Commission will be received into membership of the Association upon payment of the annual membership dues, provided such institution meets the following minimum standards:

a. The institution has a charter and/or formal authority from the appropriate governmental agency to award, in the case of institutions of higher education, a degree; and in the case of institutions of secondary education, a diploma representing satisfactory completion of secondary education.
b. The institution has a governing board which includes a membership broadly representative of the public interest.
c. The institution devotes all, or substantially all, of its gross income to the pursuit of its educational purposes and programs.

*Section 3: Organizational Membership*

Organizational membership may be granted by action of the Board of Trustees to:

a. The office of any state or local department of public education or any system of church related or sponsored schools or independent schools in the geographical area served by the Association.
b. Any educational association, organization, or agency whose membership is primarily from within the geographical area served by the Association and whose membership will, in the judgment of the Board of Trustees, assist the Association in achieving its objectives.

*Section 4: Honorary Membership*

The Board of Trustees may elect as honorary members individuals whose special qualifications or service to the Association merit this distinction. Honorary members shall receive appropriate publications of the Association and may attend any annual or special meeting of the Association. Honorary members shall not vote or pay membership dues.

## ARTICLE IV: MEETINGS

*Section 1: Annual Meeting*

An Annual Meeting of the Association shall be held for the discussion of problems pertinent to the purposes of the Association, the election of officers, and the transaction of such business as may come before the Association.

Honorary members and individuals officially connected with educational institutions or organizations holding membership in the Association are especially invited to attend this meeting, and all members of the educational community are invited to participate in the open sessions.

*Section 2: Special Meetings*

The Board of Trustees is empowered to call special meetings of the Association when the occasion demands, upon written notice which shall state the purpose or purposes of the meeting.

*Section 3: Place of Meetings*

The Board of Trustees shall, unless the Association itself has determined them, fix the date and place of the Annual Meeting of the Association.

The location and time of any special meeting shall be fixed by the Board of Trustees.

*Section 4: Notice of Meetings*

Notice of the Annual Meeting, or any special meeting, shall be sent to members at least six weeks, or one month, respectively, prior to such meeting.

*Section 5: Resolutions*

Resolutions for consideration at the Annual Meeting on matters not involving amendments to the By-Laws or Charter (Article XVI) must be submitted to the Executive Committee of the Board of Trustees through the Executive Director at least thirty days prior to the meeting. However, the membership, present and voting at any annual or special meeting, may decide by majority vote of a quorum to consider any resolution presented from the floor.

## ARTICLE V: VOTING

Each accredited member institution shall have one vote on matters before the Association, and this vote shall be cast by an officially designated representative.

Voting representatives of one-fourth of the institutional members of the Association shall constitute a quorum for the transaction of business.

Except where otherwise required by applicable New York Law or these By-Laws, action by the Association at a meeting thereof shall be taken by the affirmative vote of a majority of voting representatives constituting a quorum.

Upon authorization by the Board of Trustees or its Executive Committee, the Association may act, by mail ballot, by the affirmative vote of an absolute majority of the institutional members by such ballot.

## ARTICLE VI: BOARD OF TRUSTEES

*Section 1: Powers and Responsibilities*

The affairs of the Association shall be managed by its Board of Trustees, subject, however, to the authority of the institutional members at a meeting to initiate or amend any action or policy of the Association. The Board of Trustees shall have the power to act for the Association in intervals between meetings of the members, including the right to exercise any power granted to the Association by the Charter or by the By-Laws.

Without limiting the generality of the foregoing powers, the Board of Trustees shall have authority to:

a. Approve the program and agenda and, unless otherwise determined by the Association, fix the time, place and business of the Annual Meeting.

b. Act for the Association during intervals between meetings of the Association.

c. Call special meetings of the Association.

d. Provide for an annual audit of the Association accounts by an outside independent auditor.

e. Review and approve the annual budget of the Association and any changes thereto, oversee the collection of revenues and the expenditure of funds by the Association, and fix the dues for membership and the fees charged for the educational services rendered by the Association and its Commissions.

f. Appoint and fix the salary of the Executive Director of the Association.

g. Review and approve the appointment and salaries of the Executive Director of each Commission and of the professional staffs of each Commission and the Association.

h. Review and approve:

1) the Proceedings of the Annual Meeting, the list of accredited members, as well as other appropriate publications of the Association and its Commissions and

2) publicity to the media by the Association and its Commissions.

i. Annually review the operating procedures and performance of each Commission and the Association.

j. Initiate, implement, and supervise policies and programs of the Association designed to improve articulation between schools and institutions of higher education.

k. Initiate, implement, and supervise policies and programs of the Association designed to improve and advance education in schools and institutions of higher education.

l. Take all reasonable and necessary steps to advance and improve education within the Middle States constituency and throughout the United States.

*Section 2: Number, Election and Terms of Office*

The number of the Board of Trustees shall be no fewer than twenty-one nor more than twenty-five.

The Board of Trustees shall consist of the President, First and Second Vice Presidents, the Immediate Past President, and Treasurer; the Chairperson and Vice Chairperson or First Vice Chairperson of the Commissions; and no fewer than twelve nor more than sixteen other elected members chosen at large by the Association. Board membership shall include at least one trustee from each of the following areas: Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania and the Caribbean area provided also that at least three trustees are from member institutions of higher education, three from member schools and three who do not hold currently professional positions in education and who are broadly representative of the public interest. The elected members of the Board, with the exception of the officers, shall serve terms of office of three years renewable for one additional term of three years. The President of the Association shall serve as Chairperson of the Board of Trustees.

There shall be at least two meetings annually of the Board of Trustees. The time and place of the next meeting will be determined at each meeting of the Board of Trustees. Notice shall be sent by the Executive Director at least four weeks in advance of such meetings.

At all meetings of the Board of Trustees the presence of a majority of the entire number of Trustees shall be necessary to constitute a quorum and to be sufficient for the transaction of business; and any act of a majority present at a meeting at which there is a quorum shall be the act of the Board of Trustees, except as may be otherwise required by the Charter or these By-Laws. If a quorum shall not be present at any meeting of the Trustees, the Trustees present may reschedule the meeing.

If any Trustee shall fail to attend three consecutive meetings of the Board of Trustees, he shall be deemed to have resigned, and the vacancy thereby created shall be filled by the Board.

*Section 3: Executive Committee*

The Executive Committee of the Board of Trustees shall consist of the five elected officers of the Association, the Chairpersons of the Commissions and two other Trustees, elected annually, with each Commission having the opportunity to nominate one of these two trustees.

The Executive Committee shall exercise the functions of the Board of Trustees between meetings thereof, and shall supervise the administrative and financial affairs of the Association.

The Executive Committee shall meet as frequently as may be required to carry out its responsibility.

The Executive Directors of the Association and the Commissions shall be available to advise and meet with the Executive Committee and shall keep the Committee fully and currently informed of the affairs of the Association and its Commissions.

## ARTICLE VII: OFFICERS AND STAFF

*Section 1: Officers*

The officers of the Association shall be a President, the Immediate Past President, a First Vice President, a Second Vice President, and a Treasurer. Officers, Trustees, and Commissioners shall be elected by a majority vote of the membership present and voting at the Annual Meeting of the Association. The President, Past President, and Vice Presidents shall serve one-year terms of office. The Treasurer may be re-elected for such number of terms as will not exceed four continuous years in that office. The First Vice President shall succeed to the office of the President, and the Second Vice President shall succeed to the office of First Vice President. The Second Vice President shall be elected in alternate years from the higher education constituency and the secondary education constituency.

A vacancy in any elective office may be filled by the Board of Trustees for the unexpired portion of the term ending at the next annual meeting of the Association, at which time the individual appointed to such a vacancy may be elected for a regular term of office. All elected officers of the Association, the members of the Board of Trustees, and Committee and Commission members continue to serve in the office until the conclusion of the Annual Meeting or until their respective successors shall assume office, whichever is later.

The President of the Association shall:

a. Preside at the meetings of the Association and chair meetings of the Board of Trustees of the Association.
b. Appoint such special committees as may be authorized by the Board of Trustees.

c. Appoint the Program Committee for the Annual Meeting and assume responsibility for the program and speakers, based on the guidance and suggestions of the Board of Trustees.
d. Perform other duties usually prescribed for the office of the President.

The First Vice President shall:

a. Perform, in the event of absence, the duties of the President and such duties as may be assigned by the President.
b. Become familiar with the work of the Commissions.

The Second Vice President shall:

a. Perform, in the event of absence, the duties of the First Vice President and such duties as may be assigned by the President.
b. Become familiar with the work of the Commissions.

The Treasurer shall, through the office of the Executive Director of the Association and subject to the approval and advice of the Finance Committee:

a. Be responsible for the financial affairs of the Association and for having the Board of Trustees and Executive Committee fully and currently informed with respect thereto.
b. Collect and pay out Funds of the Association as directed by the Board of Trustees or its Executive Committee.
c. Prepare and submit a financial report to be presented at the Annual Meeting of the Association.
d. Prepare and submit to the Board of Trustees, with the approval of the Finance Committee, a budget for each fiscal year of the Association.
e. Recommend to the Board of Trustees, with the approval of the Finance Committee, any revision to the Budget to meet unanticipated expenditures of the Association and any decrease in the reserve funds of the Association to meet such expenditures.
f. Prepare and submit to the Board of Trustees, with the approval of the Finance Committee, a schedule of membership dues of the Association and of fees for educational services provided by the Association and each Commission.
g. Be available for consultation to the Commissions on matters involving Association finances.

*Section 2: Executive Director*

The Executive Director shall be appointed by the Board of Trustees. The Executive Director shall:

a. Be the chief administrative officer of the Association, subject to the direction of the Board of Trustees and the Executive Committee, and serve as the agent of the Board of Trustees.
b. Maintain the records of the Association.
c. Receive and hold monies of the Association and pay out same on

written order of the President, Treasurer, or as otherwise directed by the Board of Trustees and in accordance with the budget.

d. Conduct the general correspondence of the Association and of the Board of Trustees.

e. Assist the Committee on School and College Relations, with the cooperation of the Executive Directors of the Commissions, in the development of projects for study and research.

f. Make arrangements for the Annual Meeting of the Association and the meetings of the Board of Trustees and its Executive Committee.

g. Prepare and distribute the publications of the Association and supervise the publicity of the Association to the media, as appropriate.

h. Prepare for and attend all meetings of the Board of Trustees and its Executive Committee except for executive sessions thereof.

## ARTICLE VIII: COMMISSIONS

*Section 1: General*

There shall be two Commissions, the Commission on Higher Education and the Commission on Secondary Schools.

Subject to the approval of the Board of Trustees, each Commission shall have the authority to:

a. Appoint an Executive Director who shall be the chief administrative officer of the Commission, subject to the direction of the Commission and its Executive Committee, and serve as the agent of the Commission, with responsibility for, among other things,

(1) maintaining the records of the Commission,

(2) conducting the general correspondence of the Commission,

(3) administering the evaluation and accreditation functions of the Commission,

(4) assisting and coordinating the work of committees of the Commission,

(5) arranging and attending meetings of the Commission and its Executive Committee, except for executive sessions thereof,

(6) preparing and processing publications of the Commission,

(7) maintaining liaison with other accrediting, state, and federal agencies and organizations as may be related to the work of the Commissions, in coordination with the Board of Trustees and officers of the Association,

(8) acting as liaison between the Commission and the Executive Director of the Association, and

(9) administering the budget of the Commission subject to the limitations thereof set by the Board of Trustees and the Commission.

b. Appoint other professional staff officers and fix their compensation, duties, and terms of appointment.

c. Employ and contract with other persons within the limitations of the Commission's budget.

d. Elect annually an Executive Committee of not less than three (3) nor more than five (5) members from among the members of the Commission which shall exercise the functions of the Commission between meetings thereof and shall meet, together with the Executive Director of the Commission, as frequently as may be required to carry out this responsibility.

By delegation of authority from the Association and subject to the supervision of the Board of Trustees, the Commissions shall:

a. By accreditation, evaluation, consultation and in all other appropriate ways, promote in the Middle States area the welfare and improvement of education with special emphasis upon service to member and candidate institutions but without limitation to these colleges, universities and schools.

b. Publish lists of accredited and candidate educational institutions in accordance with the standards adopted by the Association.

c. Recommend to the Association standards and changes thereto for the accreditation of educational institutions, especially such modifications as will keep the standards in harmony with those generally accepted for educational institutions and will promote consistent growth in the effectiveness of member and candidate institutions.

d. In accordance with Association policy, cooperate in appropriate ways with similar commissions in other regional associations.

e. Promote articulation between and among educational institutions.

*Section 2: The Commission on Higher Education*

The Commission on Higher Education shall consist of twenty-four persons, including the President and First and Second Vice Presidents of the Association. Members of the Commission shall be elected for three year terms at the Annual Meeting of the Association and may be re-elected for a second term. Up to three members shall be elected who do not currently hold professional positions in education and who are broadly representative of the public interest. The remaining members shall be elected with consideration to geographical and institutional distribution reflective of the Commission's constituents. Vacancies shall be filled by vote of the Association at the Annual Meeting.

The officers of the Commission on Higher Education shall be the Chairperson, First Vice Chairperson, and Second Vice Chairperson elected annually by Commission membership. Officers are eligible for

reelection up to a maximum of six years, provided they are elected to additional three year terms at the Annual Meeting of the Association, but in no case may the total length of service on the Commission exceed nine years.

*Section 3: The Commission on Secondary Schools*

The Commission on Secondary Schools shall consist of no fewer than eighteen or more than twenty-one persons, including the President and First and Second Vice Presidents of the Association. Members of the Commission shall be elected for three year terms at the Annual Meeting of the Association and may be reelected for a second term. Up to three members shall be elected who do not currently hold professional positions in education and who are broadly representative of the public interest. The remaining members shall be elected with consideration to geographical and institutional distribution reflective of the Commission's constituents. Vacancies shall be filled by vote of the Association at the Annual Meeting.

The officers of the Commission on Secondary Schools shall be the Chairperson and Vice Chairperson elected annually by Commission membership. Officers are eligible for reelection up to a maximum of six years, provided they are elected to additional three year terms at the Annual Meeting of the Association, but in no case may the total length of service on the Commission exceed nine years.

The Chairperson of the Commission shall appoint an advisory committee for each state and the District of Columbia under regulations recommended by the Commission and approved by the Board of Trustees. Membership on such committees may include state or local educational officials, but such membership shall not affect the voluntary, non-Governmental character of the Association, its Commissions, and any committees thereof.

## ARTICLE IX: REVIEW PROCEDURES

*Section 1: Statement of Purpose*

These rules are designed to afford, in view of the educational nature of the subject matter and the need for application of an informed educational judgment, a fair and expeditious procedure for the processing of appeals from accreditation decisions and do not consitute a quasi-judicial procedure.

*Section 2: Definitions*

a. *Accreditation Decision.* "Accreditation decision" means the action taken by each Commission in approving or rejecting any application for accreditation, refusing to accredit an application, reaffirming or withdrawing the existing accreditation of a mem-

ber, or reducing the period during which an existing accreditation previously had been approved.

b. *Commission.* "Commission" means either the Commission on Higher Education or the Commission on Secondary Schools.

c. *Applicant.* "Applicant" means either a non-member of the Association which is eligible for consideration for membership or a member of the Association which is the subject of an accreditation decision by a Commission.

d. *Appeals Committee and Panels.* At the commencement of each year, the President shall appoint a pool of ten (10) members of the Board of Trustees, to serve in panels of five (5) members each with respect to each appeal. The President shall appoint a panel upon receipt of any appeal from a decision of the Executive Committee of any Commission. Where an appeal is from a decision of the Executive Committee of the Commission on Higher Education at least three of the members of the Appeals Panel for that appeal shall be from the field of higher education. Where the appeal is from a decision of the Executive Committee of the Commission on Secondary Schools, at least three of the members of the Appeals Panel shall be from the field of secondary education. One or more appeals may be assigned to the Appeals Panel so appointed. The Appeals Panel so appointed shall elect its Chairperson and shall act by at least a majority of its members. Any vacancy on the Appeals Panel may be filled by the President of the Association.

*Section 3: Request for Reconsideration of Accreditation Decision*

a. *Time and Form of Request.* An applicant must request reconsideration of an accreditation decision by a Commission, within thirty (30) days after receipt of the decision, by filing with the Executive Director of the Commission such a request in writing. The request shall consist of a short and plain statement of the specific grounds upon which reconsideration is requested, with the reasons for each such grounds, and any other relevant statements or documents which the applicant desires to include in its request.

b. *Action on Request.* The Executive Committee of the Commission shall consider the request for reconsideration and, through the Executive Director of the Commission, shall communicate its action thereon in writing not more than thirty (30) days after receipt of the request. The Executive Committee may deny or grant the request or take such other action consistent with these By-Laws as may, in its sole discretion, be required in the best interest of education.

c. *Disposition Required.* The filing and disposition of a request for reconsideration are required before the Board of Trustees or its Appeals Panel will consider an appeal from a Commission accreditation decision.

*Section 4: Appeal to Appeals Panel of Board of Trustees*

a. *Time for Filing Appeal.* An appeal from a denial of a request for reconsideration of an accreditation decision of a Commission must be filed with the Executive Director of the Association within thirty (30) days from the service of the Commission Executive Committee's denial upon the applicant.

b. *Form of Appeal.* The appeal shall consist of a short and plain written statement of the grounds upon which the applicant believes the accreditation decision to have been erroneous, together with documents relevant to these reasons. Five copies of the complete written statement must be filed with the Executive Director of the Association.

c. *Request for Hearing.* The appeal shall state whether or not the applicant desires a hearing. The Appeals Panel shall, within twenty (20) days after receipt of the appeal, notify the applicant of its disposition of the request for hearing or its own decision to hold a hearing.

d. *Notice of Hearing.* The Appeals Panel shall serve a notice of hearing upon the applicant not less than thirty (30) days before the commencement of such hearing or such lesser period of time as the Appeals Panel and the applicant mutually may agree in writing.

e. *Procedure at Hearing.* The Appeals Panel and applicant may be advised and represented by such persons as each may choose. Only one representative may speak for the applicant. The course of the hearing shall be controlled by the Chairperson of the Appeals Panel, who shall determine whether or not any statement shall be taken under oath and shall rule upon all requests made during the hearing. The Chairperson may limit the testimony of witnesses, provided opportunity for the submission of a written statement in substitution therefor is afforded the witness. Reasonable questioning or cross-examination of a witness may be afforded the applicant, and the members of the Appeals Panel may ask such questions as they deem relevant.

f. *Place and Duration of Hearing.* Unless otherwise ordered by the Appeals Panel, hearings shall be held at the headquarters of the Association and shall last no more than one day.

g. *Record.* The hearing shall be transcribed. A copy of the transcript shall be furnished, at the reasonable cost thereof, to the applicant. The record of the hearing shall consist of the appeal filed by the applicant, the transcript of hearing, documents submitted at the hearing, and such other documents as may be filed within ten (10) days after the end of the hearing.

h. *Decision of Appeals Panel.* The Appeals Panel shall render its decision not more than seventy (70) days after the close of the hearing, or where no hearing is held, after the notification provided in Section 4(c). The decision shall either sustain the accreditation decision of the Commission, or remand the case to

the Commission with instruction to grant the application or to make such further investigation as may be appropriate.

*Section 5: Review of Appeals Panel Decision by The Board of Trustees*

a. *Time of Request.* An applicant or the Commission may request review of the decision of the Appeals Panel by the Board of Trustees. Such request to the Executive Director of the Association shall be made within twenty (20) days after service of the decision of the Appeals Panel upon the applicant or Commission.

b. *Form of Request.* The request for review shall consist of a short and plain written statement of the reasons therefor, together with references to the hearing record in support thereof. Twenty (20) copies of such request shall be filed. Upon receipt of the request, the Executive Director shall forthwith forward copies of the request to each member of the Board of Trustees, at his or her official address in the United States as shown by the records of the Association.

c. *Action on Request.* A request for review of a decision of the Appeals Panel shall only be granted upon the affirmative vote of a majority of the full Board of Trustees, excluding the members of the Appeals Panel.

d. *Denial of Request.* If no such affirmative vote is obtained, then the Executive Director of the Association shall inform the applicant and Commission in writing that the request has been denied, with a short statement of the reasons therefor.

e. *Board Consideration.* If the request for review is granted, the Executive Director of the Association shall so inform the applicant and Commission, which shall within twenty (20) days thereafter, submit twenty (20) copies of any further statement or documents desired to be considered by the Board of Trustees. The request shall be considered by the Board of Trustees at its next meeting. At such meetings, representatives of the applicant or Commission may appear and present such relevant argument, lasting no more than one hour in total, as they may desire. The members of the Appeals Panel shall not be present or participate in the deliberations of the Board concerning the request.

f. *Board Action.* Thereupon, the Board of Trustees, by majority vote of all its members excluding the Appeals Panel, shall deny the request, grant the request, or refer the matter to the Commission which made the accreditation decision to make such further investigation as may be appropriate.

g. *Notification of Board Action.* The Executive Director of the Association shall communicate in writing the decision of the Board of Trustees to the applicant and Commission.

*Section 6: Miscellaneous*

a. *Computation of Time.* In computing any period of time prescribed or allowed by this Article of the By-Laws, the day of the act or event from which the designated period of time begins to run shall not be included. The last day of the period so computed shall be included, unless it is a Saturday, a Sunday, or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.

b. *Enlargement of Time.* When by these rules an act is required to be done at or within a specified period of time, the Executive Committee or the Commission, Appeals Panel of the Board of Trustees, or Board of Trustees, for good cause shown in writing at least five (5) days prior to the expiration of such period of time, may enlarge such period of time.

c. *Other Procedures.* With respect to a specific accreditation decision and the review or appeal thereof, the Executive Committee of the Commission, the Appeals Panel of the Board of Trustees, and the Board of Trustees may adopt other procedures not inconsistent with this Article IX and other provisions of these By-Laws.

d. *Service or Filing of Document.* The service or filing of any document required or permitted by this Article of the By-Laws shall be effected by hand delivering such document to the person or office involved or by the use of certified or registered mail, return receipt requested. Any time period provided by these rules shall commence from such delivery or the receipt of such mail.

## ARTICLE X: COMMITTEES OF THE ASSOCIATION

*Section 1: General*

There shall be three designated committees of the Association: The Nominating Committee, the Finance Committee, and the Committee on School and College Relations. Committees as specified in these By-Laws or authorized by the Board of Trustees shall be appointed by the President.

*Section 2: Nominating Committee*

The President shall appoint a Nominating Committee for the purpose of nominating qualified persons for election to the offices of the Association and Commissions. The Nominating Committee shall consist of five (5) members, with the Immediate Past President as Chairperson.

If the Immediate Past President is unable to serve, the President, shall appoint a chairperson from among those members of the Board of Trustees who are not eligible for re-election.

Two members, one from each Commission who is not eligible for

re-election, and two other members, so chosen as to provide appropriate representation of the Association's constituency, shall form the remainder of the Committee.

The Nominating Committee shall report to the President no later than thirty days prior to the Annual Meeting of the Association. Nominations, in addition to those by the Committee, may be received from the floor at the Annual Meeting.

*Section 3: Finance Committee*

The Finance Committee shall consist of the Treasurer, as Chairperson; four members representing the interests of the Board of Trustees, and two other members representing the interests of the Commissions.

The Committee shall advise the Treasurer with respect to the financial, budgetary, and related matters and shall carry out such other duties as may be assigned to it by the Board of Trustees, the President, or the Treasurer.

*Section 4: Committee on School and College Relations*

The Committee on School and College Relations shall consist of fifteen (15) members appointed by the President from the elected members of the Board of Trustees, the elected members of the Commissions, the student body, faculty or administration of member institutions, other educational organizations and associations, or the general public. Appointment shall be for a three-year term. No committee member shall serve continuously for more than two three-year terms.

The Committee shall continuously study and advise the Board of Trustees with respect to articulation between secondary schools and colleges and other areas of joint concern to schools and colleges. The Committee shall also advise the Board on study and research to be undertaken or directed by the Association.

The Chairperson and Vice Chairperson of the Committee shall be appointed by the President from the membership of the Committee.

The Executive Director of each Commission shall serve as an *ex officio* member of the Committee on School and College Relations.

## ARTICLE XI: BOOKS AND RECORDS

The Association shall keep correct and complete books and records of accounts and shall also keep minutes of the proceedings of the Association, the Board of Trustees, and the Committees and Commissions thereof. It shall keep at the principal office of the Association a record of the names and addresses of those member institutions entitled to vote and of the administrative heads of such institutions.

Subject to lawful court order or by decision by the Board of Trustees or Executive Committee the records of any Commission relating to the evaluation or accreditation of any present, prospective, or

former institutional member of the Association shall be confidential and shall not be disclosed outside the Association without the prior written consent of the governing authority of the institution concerned or where such disclosure would impair the confidentiality and effectiveness of the evaluation and accreditation process.

## ARTICLE XII: CONTRACTS, CHECKS, FUNDS AND GIFTS

*Section 1: Contracts*

The Board of Trustees may authorize any officer or officers, agent or agents, of the Association or its Commissions to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Association or its Commissions.

*Section 2: Checks, Drafts, Etc.*

All checks, drafts, or other orders for the payment of money, notes or other evidence of indebtedness, issued in the name of the Association, shall be signed by such officers, agent or agents, of the Association and in such manner as shall be determined by the Board of Trustees. In the absence of such determination by the Board of Trustees, such instrument shall be signed by the Treasurer and countersigned by the President of the Association.

*Section 3: Funds*

All funds of the Association shall be deposited to the credit of the Association in such banks, trust companies, or other depositories as the Board of Trustees may select.

*Section 4: Gifts*

The Association shall keep correct and complete books and records of gifts, grants, bequests, or devices for general purposes or for any special purpose of the Association. No such gift, grant, bequest, or device shall be received by the Association except upon the approval thereof by the Board of Trustees.

## ARTICLE XIII: DUES AND FEES

The Board of Trustees, subject to the approval of the Association, shall determine from time to time the schedule of annual dues which shall be paid by each member institution or organization. Fees for services offered by the Association shall be set by the Board, and fees for evaluations and other services offered by the Commissions shall be set

by the Commissions subject to review by the Board on recommendation of the Finance Committee.

## ARTICLE XIV: FISCAL YEAR

The fiscal year of the Association shall begin on the first of July of each year and end on the thirtieth day of June next succeeding.

## ARTICLE XV: ASSETS OF THE ASSOCIATION

In the event of the dissolution of the Association, all assets thereof shall be distributed to another non-profit association or associations whose aims are compatible with those of the Association. Such selection is to be made by majority vote of the Board of Trustees.

## ARTICLE XVI: AMENDMENTS

The Association shall have the power to petition the Regents of The University of the State of New York for amendment of its Charter by two-thirds vote at any meeting of the institutional members at which a quorum is present.

The By-Laws of the Association may be adopted, amended, or rescinded by majority vote at any meeting of the members at which a quorum is present.

In all instances involving amendments to the Charter or By-Laws, notice of the proposed action must accompany the call to the meeting. Such notice must be sent to the membership at least thirty days prior to the meeting. Any voting representative, officer, or trustee may propose an amendment to the Charter or By-Laws not less than thirty days before the meeting of the members at which it is requested that the amendment be considered.

## ARTICLE XVII: PROHIBITED ACTIVITIES

Except as an insubstantial part of its activities, the Association is prohibited from carrying on propaganda, attempting to influence legislation, and participating in or intervening in any political campaign on behalf of any candidate for public office. This prohibition of political activities includes the publishing or distributing of statements on behalf of any candidate.